

THE PREREQUISITE TRAINING STANDARD
FOR PROMOTION TO FIRE LIEUTENANT
IN THE TACOMA FIRE DEPARTMENT

STRATEGIC MANAGEMENT OF CHANGE

BY: Eileen F. Lewis

Deputy Chief, Administrative Services

City of Tacoma Fire Department

Tacoma, Washington

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ABSTRACT

The Tacoma Fire Department was in the process of making the recommended changes which were identified in an independent study of the operation of the department by the TriData Corporation of Arlington, Virginia. This research project addressed the specific recommendations directed toward improving the current training plan of those firefighters aspiring to promote to fire lieutenant.

This research was also an extension of the research and recommendations done by Deputy Chief Lewis in an applied research project, Identifying the prerequisite training needs to be eligible for promotion to fire lieutenant in the Tacoma Fire Department.

The research was historical research in the point of collecting data to determine the magnitude of change required from the current institutionalized requirements of a firefighter advancing to fire lieutenant within the department. The research was action research in that the information gathered through the historical research and ongoing discussions, decisions and planning of the Training Advancement and Promotional 2001 Teams established within the department was applied to the development of a department-wide plan to address the training needs of the firefighter aspiring to fire lieutenant in the Tacoma Fire Department.

Specifically, this research attempted to answer the following questions:

1. What is the current perceived stress level of the members of the Tacoma Fire Department?
2. How did the Tacoma Fire Department firefighters and officers rate their immediate supervisors on selected management dimensions?

3. What optimal transitional plan would facilitate a training program to establish and implement a prerequisite standard for the firefighter seeking advancement to fire lieutenant within the culture of the Department?

The recommendations of this study are as follows:

1. The City of Tacoma Fire Department should continue to follow the developed 1998-2000 Training Plan.
2. Incorporate Leader-Match Training & Stress Management into the current training plan. The order of class delivery should be to Officer Development followed by Officer Preparation.
3. Provide Dr. Beaton the means to conduct a follow up survey to evaluate the fire personnel's post-traumatic stress levels after conducting the Leader-Match Training & Stress Management Training.
4. Develop procedures to monitor the implementation of the 1998-2000 Training Plan.
5. Conduct additional research to determine the amount of training needed to provide the men and women of the Tacoma Fire Department with the knowledge and skills necessary to maintain optimal health and service delivery.

The outcome of this research was a training plan which established and implemented a prerequisite standard of training requirements for the firefighter seeking advancement to fire lieutenant.

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INTRODUCTION

The fire service is a highly dangerous and ever-changing profession. Within this profession firefighters have been eminently prone to stress and stress related illnesses. Compared with other occupations, firefighters tend to have higher levels of mental and medical problems including Post-Traumatic Stress Disorder (Beaton, Murphy, & Corneil, 1996), gastrointestinal pain (Beaton, Murphy, & Pike, 1996) and sleep dysomnias (Beaton, Murphy, Pike & Jarrett, 1995).

The need to provide the opportunity for our personnel to effectively perform their daily duties, develop their talents and provide for their current and future health needs is a necessity for the fire service of today.

It is the Tacoma Fire Department's desire to continually improve the training and educational process used in enhancing the knowledge and skills of its employees. Currently, the department has two teams looking into these training and educational needs: the Training Advancement Team (TAT), which is addressing overall department training; and Promotional 2001, which is specifically targeting those individuals wishing to promote within the Department to fire lieutenant (the first line supervisor).

The desired outcome of this research was to achieve a plan to establish and implement a prerequisite standard of training requirement for the firefighter seeking advancement to fire lieutenant within the Tacoma Fire Department.

This research project was a continuation of the research done in 1997 by Deputy Chief Lewis in her applied research project, Identifying the prerequisite training needs to be eligible for promotion to fire lieutenant in the Tacoma Fire Department.

The methodology used was historical in the point of collecting pertinent facts and data to determine the magnitude of change required from the analysis of the current standard requirements of a firefighter advancing to the position of fire lieutenant within the Tacoma Fire Department. The research was action research in that the information gathered through historical research and ongoing discussions, decisions, recommendations and planning of the Training Advancement Team, Promotional 2001 Team, was applied to the development of a department wide plan to address the training needs of the firefighter aspiring to fire lieutenant.

This paper addressed the following questions:

1. What is the current perceived stress level of the members of the Tacoma Fire Department?
2. How did Tacoma Fire Department firefighters and officers rate their immediate supervisors on selected management dimensions?
3. What optimal transitional plan would facilitate a training program to establish and implement a prerequisite standard for the firefighter seeking advancement to fire lieutenant within the culture of the Department?

BACKGROUND AND SIGNIFICANCE

In 1992 the TriData Corporation of Arlington, Virginia published the results of its comprehensive study of the Tacoma Fire Department.

Most important to this research project, twelve problem areas in the training program were indicated. The following twelve recommendations were considered pertinent to create a training plan to establish and implement a prerequisite standard of training requirements for a firefighter seeking advancement to fire lieutenant within the Tacoma Fire Department:

- Form a department-wide Training Task Force to develop a long-range plan.
- Implement an officer training program.
- Increase safety training.
- Add a training module on ethnic and gender sensitivity to recruit and officer classes.
- Divide training courses into modules that fit the 24-hour shift structure. Keep training flexible and facilitate make-up time.
- Develop or adapt a training manual to improve consistency.
- Delegate more training responsibility to field personnel.
- Increase the amount of evening in-house training time.
- Build a new training facility to address inadequate classroom space and upgrade teaching equipment technology.
- Utilize in-service training to minimize replacement times and overtime costs.
- Increase officers' networking with colleagues to identify productivity-enhancing ideas used in other departments.
- Use documented training to address departmental planning and budgeting.

In 1996, the Tacoma Fire Department established the recommended task force, the Training Advancement Team (TAT), to research and make recommendations for a training plan to correct the deficiencies and implement the recommendations of the TriData Report.

In November 1996, TAT conducted an organizational training needs assessment with division heads and supervisors. TAT facilitated an affinity diagram which generated seventy-five

issues in five groupings (Intradepartmental Communication Needs Assessment, 1996-July). The top priorities in the five categories are as follows:

- Specific Training Needs: training manual, firefighter and officer certification, use own resources and supervisor training
- Training Division: Fire Channel location moved to Training Center, Training Advisory Team, more training for personnel
- Outside Training: access to outside training, career development, National Fire Academy access
- Training Equipment and Facilities: new training facility, training props, new training tower and more satellite training sites
- Documentation: training documentation, certification tracking and increased accountability

In “Tacoma Tomorrow, Planning Today for the Twenty-first Century” the City government has been increasingly called upon to provide more services to its citizens, while addressing restraints on resources (City of Tacoma Strategic Plan, 1995).

It has been recognized that our employees are the City’s most important and valued resource. The directive of the City is to utilize these employees to provide quality government performance by focusing on an organizational commitment to the customer through continuous process, performance and service improvement. We are charged with the responsibility to foster the development of a quality work force. Additional supporting documentation to the development and implementation of a prerequisite training requirement for Fire Department personnel was the Labor

Agreement of 1996, which established and implemented new procedures for establishing Civil Service Eligible Lists for the promotional position of fire lieutenant.

This change has the following impact:

- All lieutenant positions will be hired from a single list, to include lieutenant dispatchers, fire inspectors, battalion chiefs' aides/safety officers, field operations lieutenants and training lieutenants. The previous practice was a separate test for each of the above, followed by a separate eligibility list.
- The minimum service time requirement as a firefighter prior to taking the promotional exam was raised from 3 years to 5 years.
- In order to assist personnel in preparing to be successful and competent lieutenants, Fire Administration has strengthened its commitment to training and education. As a result of this commitment, a prerequisite training requirement will be established.
- The requirement will be developed and approved by both Labor and Administration (Local #31 Labor Agreement, 1996).

The information base from Deputy Chief Lewis in her 1997 applied research project, Identifying the prerequisite training needs to be eligible for promotion to fire lieutenant in the Tacoma Fire Department, provided the original research to advance to the next phase of actual development and implementation of a training plan. This plan would establish and implement a prerequisite standard of training requirements for a firefighter seeking advancement to fire lieutenant within the Tacoma Fire Department.

This research project's relationship to the Executive Fire Officer Program, Strategic Management of Change, was by employing the curriculum taught to the process used in developing a framework for change to occur. By using the learned material to address specifically the pace of change, degree of change and breadth of change to the prerequisite standard to fire lieutenant (Strategic Management of Change, 1998), it would provide the framework to take the analysis from the information gathering and enact the training plan. The efforts of many have provided the adaptation of the Tacoma Fire Department Training Plan 1998-2000 requirements of a prerequisite to fire lieutenant into a detailed, strategically sound plan.

LITERATURE REVIEW

Related facts and pertinent material were gathered in order to facilitate, design and implement the transitional change of training requirements for firefighters within the Tacoma Fire Department and, more specifically, the firefighter desiring to advance to the position of fire lieutenant.

Leadership has become one of the most important competencies of a fire officer. "By the year 2000, fire officers will lead the most culturally diverse and gender balanced fire service ever" (Jones, 1993). It takes superior interpersonal skills and a genuine appreciation for diversity to lead today's fire service teams.

The importance of leadership and supervisory skills took priority in the private sector in the early 1900's. In 1911, Frederick Taylor made the connection between workers and the methods designed to increase a worker's productivity. His principles gave rise to increased productivity in factories by focusing on the worker rather than the work product itself. Since the identification of the

worker, rather than the work product, there has been an abundance of material published addressing the skills of the worker rather than the changing of the machinery or product.

Total Quality Control (TQC) is the system developed in Japan to economically produce goods and services which meet the customers requirements; and hence, implement a continuing improvement process. TQC was developed by taking the main teachings of Deming, Juran, Feigenbaum and others whose concepts focused on quality, then expanding and shaping the concept to meet the unique culture present in Japan (Asaka, 1990).

Minzberg identified three managerial functions: the interpersonal role, the informational role, and the decisional role. In the interpersonal role, the manager's favored means of communication is verbal. Managers in the informational role seek information from their peers, employees and personal contacts regarding anything that may affect their jobs and responsibilities. They disseminate information internally to their crews and externally to suppliers and the organization. In the decisional role, the manager bases decisions on information received and the decisions are then communicated to others. Minzberg supported the importance of managers to design their own information systems. As the organization grows and becomes more divisional, the need for increased coordination becomes more evident (Jacobs, 1997).

Interpersonal relations and communication has been identified as being a skill many middle managers have attempted, but failed, to master. A manager with good interpersonal skills is a model for effective and convincing communication, handling difficult situations, showing concern for others, fostering a team-player image and most importantly, projecting trust (Ozog, 1996).

There are five areas noted by Ozog on which a middle manager must focus their span of influence and seize the opportunity to develop and enhance the interpersonal relationship process. During every shift there are situations which hamper or create friction in interpersonal relationships. Five of the main causes of poor interpersonal relationships are:

- 1) Unclear performance standards: if an individual does not know what is required of them as a member of the team, stress can result, creating an atmosphere of frustration.
- 2) Past problems or differences: past history is a predictor for future actions. If members of the team have had personal conflicts, the ability to maintain effective interpersonal relationships will be difficult.
- 3) Organizational dysfunction which occurs when Division A has no idea what Division B is doing or when there is not a clear mission. This type of environment creates a great deal of stress for the firefighter.
- 4) Theory X management style: the top-down organizational structure will not only hamper everyday operations, but destroy the basic trust needed for effective interpersonal relationships.
- 5) Unclear communications process: if most organizational information is transmitted through the grapevine, distrust may be widespread. Miscommunications may hamper interpersonal relationships by not supplying the essential information that is needed for projects to be completed or decisions that need to be made.

Other factors include unfamiliarity with equipment, unclear procedures, preconceived ideas about issues, emotions, distractions due to personal problems, semantics, inconsistency between verbal and

non-verbal actions and distrust. Given the above outcomes of leadership and supervisory skills, or lack of these skills, these issues need to be approached with a well thought-out plan and not left to chance.

“Many things are happening in the fire service. Firefighters’ responsibilities have expanded from putting out fires to include performing life saving procedures on victims and educating the community on fire prevention and basic first aid. There is a continuing stream of changes occurring in fire and emergency services as a result of new trends and it is mandating that leaders in the field stand ready” (Strategic Management of Change, 1998). An understanding of the need for change, as well as a forum and environment to create and implement the change, is necessary.

It is evident that there is a difference in the focus of development programs between the public and private sectors. The public sector has traditionally focused only on supervisory development skills and has not put any emphasis on customer service, product delivery and managing the fire service generally as a business (Lewis, 1997).

Now, as the fire service takes a healthier stance to overcome this myopic view of our roles in the community, it has come with an added sense of responsibility to the health of our men and women who are in the streets doing the job everyday. We are now looking for how best to provide a standardized training program in developing their leadership and supervisory skills, matched to one that meets the underlying health issues which appear to be unique to the men and women of the fire service.

In the 1980’s the fire service embraced the need to provide a standardized document to address the training of fire officers. This was less than politely said as “The fire service had

historically only done the training of its officers by on-the-job training. How could we leave the most valuable resource in the care of an unqualified or untrained supervisor?" (Cavallari, 1997).

Additionally, "The type of training and specific subjects need to be determined by each department, but NFPA's professional qualifications serve as the beginning." (Smalley, 1984).

In 1992 the edition of the National Fire Protection Association 1021, Standard for Fire Officer Professional Qualifications, which outlines the performance objectives for an officer in the fire service, was approved by the American National Standards Institute. The need for a standard level and a consistent plan has been acknowledged by most departments nationwide. That document has become familiar within the fire service as an instrument which addresses training needs of an officer and the need for each department to tailor their objectives to meet the organizational responsibilities they face as individuals.

In the past, a fire department could survive by only performing at a high level of proficiency on the emergency scene. A fire department which now tries to operate in this mode will be extinct in the dynamic fire service of today. We must consider an all-inclusive approach to meet both the demands of the citizens and the needs of the firefighters.

The Tacoma Fire Department was in a transitional stage. The Training Advancement Team (TAT) was formed within the Department, made up of members from both Labor and Administration. It was recommended the Department would train the current firefighters to an equivalency level of the National Fire Protection Association (NFPA) 1001, Standard for Fire Fighter Professional Qualifications (1992), and NFPA 1002, Standard for Fire Department Vehicle Driver/Operator Professional Qualifications (1993), over a two year span, commencing in June of

1998. The Training Center had also applied for Washington State Certification in its recruit training (Lewis, 1997).

During the same time as the existing training of the firefighters was addressed, the prerequisite requirements for a firefighter advancing to the position of fire lieutenant and the development of the current officers were included.

The work of Drs. Beaton and Murphy from a three year study conducted on Everett and Tacoma, Washington Firefighters through a grant by the National Institute of Occupational Safety & Health (NIOSH), provided the basis of the correlation of material addressing the perceived feelings of the Tacoma Firefighters toward their immediate supervisors.

The historical research suggests that the role of leadership skills in fire service supervisory personnel, and its relationship to negative health outcomes in their subordinates, is a key factor. Lack of interpersonal communication and conflict resolution skills by immediate supervisors was identified as an important on-the-job stressor to the firefighters they were supervising.

“The Tacoma firefighters rated their immediate supervisors more positively compared to the officer group” (Beaton, 1998). The focus of this research project was around the sixteen questions titled ‘Supervisory Behavior’ and the correlation to ‘Job Satisfaction and Morale’ (items 58-60) and ‘Social Network(s)’ (items 61-64) of the survey (Appendix A).

The following data was collected at the Tacoma Fire Department in October 1997 by survey of one hundred and sixty-six of the Tacoma firefighters as well as sixty-four of the officers. The survey was comprised of both the lieutenants and captains and excluded paramedics, battalion chiefs and deputy chiefs; representing approximately 80% of the Tacoma Fire Department’s uniformed

personnel. “The Tacoma line firefighter group rated their immediate supervisors more positively compared to the officer group on the sixteen-item ‘Supervisory Behavior Scale’. Clearly, line firefighters rate their supervisors more positively than their officers rate their supervisors. However, there was a slight statistically significant tendency for line firefighters with more years of service to rate their supervisors in a less positive manner. “This inverse relationship (negative correlation) between years of service and supervisory ratings was not significant in either the officer or the paramedic groups. In other words, the more seasoned line firefighters were somewhat more critical of their officers, but this relationship was not observed for the officer or paramedic groups” (Beaton, Correspondence, RE: Supervisory Behavior Ratings in City of Tacoma Fire Service Officers and Line Fire Fighters, 1998).

In a study of West Point graduates, the simple addition of the Leader-Match Training intervention to their many prior years of leadership training at West Point led to significant improvements in their supervisory rating by subordinates. In a publicized study with mining personnel, Leader-Match Training alone reduced on-the-job injury rates by 50%, and this beneficial outcome lasted at least five years (Beaton, 1997).

The link between the workplace stressor, (supervisory style) and the manifestation of stress is evident among fire service personnel in Everett and Tacoma, Washington. It becomes a moral responsibility to seek to reduce the stressors among the firefighters in the fire service.

PROCEDURES

Definition of Terms

Drill Groups: groups comprised of a variety of apparatus throughout the city's emergency fleet. This drill grouping allows for multiple companies to receive training at the same time while not depleting any one response district within the city.

Captain Training Teams: groups comprised of a variety of apparatus within proximity of each others' running districts. A Captain Training Team would more than likely respond to the same emergency incidents.

Research Methodology

The desired outcome of this research was to create a training plan to establish and implement a prerequisite standard of training requirements for the firefighter seeking advancement to first-line supervisor position of fire lieutenant. The research was historical research in the point of collecting data to determine the magnitude of change required from the analysis of the founded requirements of a firefighter advancing to the position of fire lieutenant. This project was a continuation of the research done by Deputy Chief Lewis in 1996-97, presented in Identifying the prerequisite training needs to be eligible for promotion to fire lieutenant in the Tacoma Fire Department, an applied research project. The focus of that project was to determine the training and educational needs of a Fire Lieutenant in the Tacoma Fire Department and to provide the recommendations regarding a prerequisite to the position of Fire Lieutenant. Other internal indicators suggested this change was required by the results compiled by the survey conducted in the Priority of Subjects in Company Officer Professional Development (Lewis, 1997).

The survey conducted by Dr. Beaton identified the touchstones of how the men and women of the Tacoma Fire felt toward their current supervisor's leadership style and looked at the correspondence of that leadership style to stress levels and health indicators. The review of his survey material provided a starting point for identifying the training needs.

The research was action research in that the information gathered through historical research and ongoing discussions, decisions and planning of the Training Advancement and Promotional 2001 Teams established within the department was applied to the development of a department wide plan to address the training needs of the firefighter aspiring to fire lieutenant in the Tacoma Fire Department.

Assumptions and Limitations

The assumptions and limitations with Drs. Beaton and Murphy and Deputy Chief Lewis in their respective surveys were that the participants understood the questions and answered the questions truthfully.

Similarly, the assumption for the teams (Training Advancement and Promotional 2001), which analyzed the current training plan and developed the plan in Appendix B, was that the members understood the task given them and were honest and forthright in their comments and recommendations.

RESULTS

Answers to Research Questions

Research Question 1. What was the current perceived stress level of the members of the Tacoma Fire Department? Dr. Beaton addressed the results from the ongoing survey of the Tacoma

Fire Department personnel which clearly indicate the personnel had a prevalence of Post-Traumatic Stress Disorder of 31.7%, in comparison to the general population at 1.2% and wounded Vietnam Veterans at 20% (Beaton, 1997). Wayne Corneil, Director of Employee Assistance Services of Health and Welfare in Canada, stated that the frequency of job related stressors, both 'critical' and 'routine', significantly increased the risk of Post-Traumatic Stress Disorder in firefighters (Corneil, 1993). Refer to Appendix C.

Research Question 2. How did the Tacoma Fire Department firefighters and officers rate their immediate supervisors on selected management dimensions? Appendix A provides a complete copy of the Washington State Council of Fire Fighters Approved Long-Term Survey of Occupational Stress which was the instrument used to collect the data. This study was conducted by Drs. Beaton and Murphy of the University of Washington through a NIOSH-funded research project. Their focus was to collect data on exposure to duty-related incident stressors and post-trauma symptoms in firefighters and paramedics.

Beaton (1997) stated: "These data will illuminate the natural history of post-trauma symptomatology, alcohol use and other stress-related symptoms in terms of their relationship(s) to the long-term cumulative exposure to job-related trauma as well as to the other predictors, moderating and mediating variables." The doctors' plan is to use the findings to assist in the development and remedial interventions for firefighters as well as to serve as a model for parallel endeavors with other high strain occupations. The focus of this research project was around the sixteen questions titled 'Supervisory Behavior' and the correlation to 'Job Satisfaction and Morale' (items 58-60) and 'Social Network(s)' (items 61-64) of the survey. This data was collected at

Tacoma Fire Department (T4), October 1997, and included approximately 80% of the Tacoma Fire Department's uniformed personnel. The Tacoma line firefighter group rated their immediate supervisors more positively compared to the officer group on the sixteen-item 'Supervisory Behavior Scale'. (See bar graph/histograms for these two groups in Appendix C.)

The test for mean differences between groups (of 32.8 for the line and 40.9 for the officers) was highly significant using a one-way analysis of variance (Appendix C). Line firefighters clearly rate their supervisors more positively than their officers rate their supervisors. However, there was a slight statistically significant tendency for line firefighters with more years of service to rate their supervisors in a less positive manner. This inverse relationship (negative correlation) between years of service and supervisory ratings was not significant in either the officer or the paramedic groups. In other words, the more seasoned line firefighters were somewhat more critical of their officers, but this relationship was not observed for the officer or paramedic groups (Beaton 1998).

The scatterplot (Appendix C) shows the relationship between job satisfaction and supervisory ratings. In terms of labeling, V58=job satisfaction, V59=moral, V60=ability to attain career goals, V61=social support at work, V62=social support at home, V63=conflict at work and V64=conflict at home. (See last page of Sources of Occupational Stress Scale, Appendix A).

Question 3. What optimal transitional plan would facilitate a training program to establish and implement a prerequisite standard for the firefighter seeking advancement to fire lieutenant within the culture of the Tacoma Fire Department? Recognize that the department had worked on the analysis of the current training plan and the magnitude of change (addressing pace of change, scope of change, and depth of change), through teams (Training Advancement and Promotional 2001)

made up of Labor and Administration for three years prior to the Tacoma Fire Department 1998-2000 Training Plan final format as approved by both Labor and Administration. In Appendix B is a copy of the established plan which was implemented in June 1998.

Training Plan Overview

It was identified that the plan must meet the current and future training and educational needs of the TFD Operations Division. The use of centralized and decentralized training would be administered with a cascade-style delivery system. The responsibility for delivering, receiving and documenting all aspects of the plan was placed in the following levels: Training Division, Battalion Chiefs, Fire Captains, Fire Lieutenants, Firefighter/Paramedics and Firefighters. 'Back to basics' was the operational training philosophy for the Department. Within the plan, four programs are identified: Firefighter I and II, Driver/Operator I and II, Officer Preparation and Officer Development. The Officer Preparation program represents the Prerequisites to fire lieutenant.

The programs were intentionally rigid in their design to provide a mechanism of checks and balances in the areas of delivery, documentation and of utmost in product outcome. The curriculums of the programs were designed to be fluid, and to allow for flexibility in the scheduling of class times and locations.

Scope

The Department, while delivering the required 'back to basics' training and education, recognized that Firefighter I and II, Driver/Operator I and II, Officer Preparation and Officer Development make up only the fundamental framework of a complete plan of providing training and

education. Conducted simultaneously with the above core training, other training and education deemed necessary by the department would be identified and administered within the Plan.

Firefighter I and II Structure

The Training Division was charged with the administration and implementation of the program. The proposed results of the program at completion will be for the members to meet or exceed the standard as outlined in the National Fire Protection Association (NFPA) 1001, Standard for Fire Fighter Professional Qualifications.

Battalion Chiefs, Fire Captains, Lieutenants and individuals assigned to the Training Division will share a key role in the program and will qualify as Washington State Fire Service Level I Instructors. The intent of the department is to provide members involved in the delivery of training with a minimum standard of certification as Washington State Fire Service Level I Instructors. However, this does not preclude the Department from utilizing non-certified individuals possessing special talent, knowledge or skills in an instructor capacity.

The Training Division is responsible for the development of all lesson plans. This will be accomplished with the input and assistance from those people closest to the job and/or anyone having a specific knowledge of the subject area. The International Fire Service Training Association (IFSTA) Firefighter I and Firefighter II, curriculum package will be the minimum standard from which all lesson plans will be developed. The final approval of the lesson plans will be given to the Assistant Chief of Training.

Approved classes will be delivered to all companies using both Drill Groups and Captains Training Teams. The Training Division will coordinate and schedule all core classes. Classes

delivered to Drill Groups will take place at a location determined to be most suited for the type of training to be delivered. This may include the Training Center, department satellite training sites or any undetermined location which is appropriate. The training delivered using the Captains Training Team format will be delivered at a location determined by the Captain. Considerations should be given to running district and/or service delivery coverage and space requirements. All classes will have a corresponding lesson plan or lesson outline. Modules containing performance requirements will also have accompanying skill task sheets.

Each company will have a copy of the most current edition of the IFSTA Essentials of Firefighting. This manual is designed to provide the information needed for fire service personnel to meet the training and education objectives of Firefighter I and II. It will be used as the Department's textbook for Firefighter I and II curriculum, although additions and deletions to the material presented in the text will be made when the Training Division determines it is necessary.

Delivery

The Firefighter I and II training will be a two-year program. The program has been arranged into twelve modules with each being delivered in a two-month time frame.

These modules will be designated as the required school and drill for each two month period. Prior to the beginning of each module, and before its class is delivered, a lesson plan or outline will be issued to each company for inclusion in their station's copy of the Tacoma Fire Department Training and Education Reference Manual. Modules may have a corresponding IFSTA Essentials of Firefighting pre-class reading assignment.

During month one, the Training Division will be responsible to conduct classroom training and manipulative skill orientation for all companies using the Drill Group concept. During the remainder of the two month module time frame, the scheduled Captains Training Team and single company school and drill will be based on the current module. During the scheduled Captains Training Team sessions, a multi-company drill scenario incorporating the elements of the current module should be used as a tool to strengthen both knowledge and skill.

Battalion Chiefs will attend Captains Training Team drills to oversee all required elements of each module are adhered to and to insure the overall competence level of the members of his or her battalion.

On a continual basis, companies will be called to the training center for a knowledge and skill evaluation based on any previously taught module. The appraisal will be in the form of a skill level assessment. If company performance is not at an acceptable level, the crew will be required to repeat the evaluation process in a time period to be determined by the Assistant Chief of Training.

In 1998 all Recruit training will be geared toward the recruit meeting the requirements of Firefighter I during the ten to twelve week Recruit Academy. Once the recruit leaves the academy for a field assignment, the focus of their training will be to continue building confidence in Firefighter I and to complete Firefighter II by the end of his or her one year probation period.

Delivery Schedule

In Appendix B is a sample of Firefighter I and II training modules outlining the subject name of the class, the National Fire Protection Association (NFPA) 1001, Standard for Fire Fighter

Professional Qualifications area of coverage, the Tacoma Fire Department internal department symbol for documentation, and the start date of the module.

Officer Preparation

The Tacoma Fire Department Training Division will be charged with the administration and implementation of the program. This program is the segment of the training program which addresses the fundamental training and education needs of those individuals aspiring to promote to the rank of fire lieutenant. It will also give the firefighter, who is working up as an acting officer, additional knowledge and guidance relative to the position. Officer preparation is a responsibility that will be shared jointly by the department and the members of the department desiring to promote. The preparation program is designed to be offered in a module format with the entire curriculum delivered prior to the 2001 fire lieutenant examination.

The curriculum is made up of ten 2-hour core classes: four 2-hour electives and three 4-hour electives. In addition to meeting the five year service requirement, a firefighter wishing to enter the 2001 fire lieutenant testing process is required to attend eight of the ten core classes, two of the 2-hour electives and one of the 4-hour electives. Completion of the requisite classes will require a 24-hour commitment from the firefighter. Responsibility for completion of the 24-hour required training curriculum lies solely with the firefighter desiring to promote.

Delivery

All ten Officer Preparation core classes will be delivered to each of the four shifts using the Drill Group concept. All on duty firefighters will attend the core classes. By attending an additional 2-hour elective (a third class) or an additional 4-hour elective, only seven of the core classes need to

be attended to meet the minimum requirement for fire lieutenant examination eligibility. The substitution option can be exercised only one time during a curriculum cycle (three year).

Two of the four 2-hour electives will be delivered on each of the four shifts using the Drill Group concept. The remaining two 2-hour electives will be delivered on one shift each, also utilizing the Drill Group concept. As an example, the Hydraulics and Building Construction electives will be given on A, B, C, and D shifts, the Communications elective on A shift and Strategy/Tactics 3 on C shift.

A single 4-hour elective will be offered at the training center on specific Saturdays with a different Saturday dedicated to each of the three subjects. One of the three classes, (Assessment Center Preparation, for example), will be offered on two Saturdays. The number of firefighters interested in attending the class on any particular Saturday will determine whether it is delivered once or twice on that day.

When a Drill Group reports to the training center for its scheduled Officer Preparation module, two classrooms will be utilized. Officer Preparation will be addressed in one classroom and Officer Development will be addressed in the other classroom. In most cases the module subject matter will be the same for both groups, although the goals and objectives of the class will be designed for the specific target audience.

Delivery Schedule

See an example of the schedule for Officer Preparation in Appendix B.

DISCUSSION

The goal of this research project, which builds upon the applied research project submitted by Deputy Chief Eileen Lewis in 1997, is to explore the avenues used by the Tacoma Fire Department in developing and implementing a comprehensive training program for firefighters aspiring to a first-line supervisor position.

A three-year study conducted by Drs. Beaton and Murphy of the University of Washington, Seattle, provided an in-depth look at the physical and psychological issues. The doctors' study was to identify risk factors in career firefighters and paramedics that are associated with the development of post-traumatic stress disorders and other stress related syndromes. It was their plan to facilitate the development of preventive programs that would reduce the incidence of post-trauma symptomatology and other related syndromes in firefighters and paramedics (Beaton, Murphy, and Corneil 1996).

Dr. Beaton's interviews of TFD firefighters revealed that fire captains in particular experienced a significant level of stress. The Department incidence of Post-Traumatic Stress Disorder was 31.7%, compared to the general population at 1.2% (Beaton, 1997).

There was a higher level of job satisfaction and morale among the firefighters in Tacoma who perceived their supervisors as being willing to listen and consider their ideas, and generally, they rated their supervisors in a favorable manner on the Supervisory Behavior questions in the survey. This adds credence to the need to develop both leadership and supervisory skills.

The Leader-Match Training has been tested and validated over decades by Dr. Fielder and his associates and appears to have merit as a program to reduce stress. In one publicized study with

mining personnel, the training in itself reduced on-the-job injury rates by 50%. This beneficial outcome lasted at least 5 years.

Dr. Beaton taught a six-hour course on Leader-Match Training with the fire officers in Everett in 1997. A survey conducted after the training session showed a reduction in stress levels among the firefighters when compared with earlier surveys.

In his applied research project on stress management, Robert Green recommends annual training in interpersonal communications for supervisors. However, this could overburden a department already facing a multitude of state and departmental training requirements. The need to identify an acceptable level and frequency of training in any one subject continues to be a challenge to the fire service.

Usually firefighters test for supervisory positions after a minimum number of years in service but receive little or no formal leadership or supervisory-skills training. Firefighters might therefore perceive that their first-line supervisors lack supervisory skills. In addition, the supervisor may feel unsupported and untrained in handling the tasks the department places on him or her. This is expressed most appropriately by, “After all these years, we are still promoting first and training later” (Shurtleff, 1994, p. 21).

A firefighter will receive comprehensive training from the coordinated set of classes: Firefighter I and II, Driver/Operator, prerequisite training requirement for a firefighter aspiring to fire lieutenant, and Officer Development. However, for those who are already officers, aggressive delivery of the courses is necessary to insure that they have most of the relevant skills identified in Firefighter I and II.

It was recognized early in the process that the pace and scope must address the concerns of both Labor and Administration. This was stressed at all meetings of the Training Advancement and Promotional 2001 Teams by identifying concerns and working toward agreement.

The major concern of Labor was that the training programs be provided to all members of the Department while on duty. The contrasting concern of Administration was what the organization would look like and what role Labor would have in developing and implementing the vision.

Both Labor and Administration see the Plan outlined in Appendix B as meeting their needs and providing the foundation and starting point of a dynamic training program.

Most importantly, the 1998-2000 Training Plan addresses the knowledge and skill standards deemed necessary by the men and women of the Tacoma Fire Department to be Total Quality employees able to deliver total quality service.

RECOMMENDATIONS

The recommendations of this study are as follows:

1. The City of Tacoma Fire Department should continue to follow the developed 1998-2000 Training Plan.
2. Incorporate Leader-Match Training & Stress Management into the current training plan. The order of class delivery should be to Officer Development followed by Officer Preparation.
3. Provide Dr. Beaton the means to conduct a follow up survey to evaluate the fire personnel's post-traumatic stress levels after conducting the Leader-Match Training & Stress Management Training.
4. Develop procedures to monitor the implementation of the 1998-2000 Training Plan.

5. Conduct additional research to determine the amount of training needed to provide the men and women of the Tacoma Fire Department with the knowledge and skills necessary to maintain optimal health and service delivery.

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APPENDIX A

Occupational Stress Survey

ID CODE: _____
(for research use only)

TACOMA - 4/98

Please return entire STAPLED portion of survey intact.
(Do not remove cover or pages.) Thank You.

**WASHINGTON STATE COUNCIL
OF
FIRE FIGHTERS
APPROVED
LONG-TERM SURVEY
OF
OCCUPATIONAL STRESS**

IMPORTANT: PLEASE CHECK ONE

- ☐ New Participant; this is your first completed survey.
- ☐ Ongoing participant; completed one or two surveys within the past two years.
- ☐ Ongoing consistent participant; completed all prior surveys within the past two years. Eligible for \$15.00 when completed survey is returned.

Funded by the National Institute of Occupational Safety & Health, RO1-OH3198



Washington State Council of Fire Fighters

March 30, 1998

Dear Brothers and Sisters:

This NIOSH-funded research project continues to receive the full support of Tacoma Fire Fighters, Local 31 IAFF, and the Washington State Council of Firefighters. Drs. Beaton and Murphy of the University of Washington have collaborated with numerous IAFF locals and the State Council for the past several years. We feel Drs. Beaton and Murphy's research is extremely important and once again ask for your full cooperation and participation in this long-term study of firefighter stress.


The findings from this research have already proven to be valuable to both the Union and State Council in developing programs and benefit packages that acknowledge and document the unique aspects of firefighter stress.


The research also has the support of the City of Tacoma Fire Administration who have agreed to allow you to complete the survey while on duty.

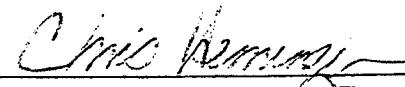
All of your survey responses have been and will continue to be completely confidential. We urge you to take the time to complete and return this **final** survey.

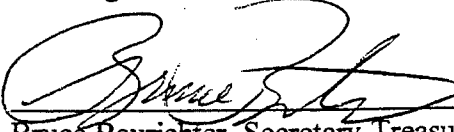
Thank you.

Regards,


Kelly Fox, President,
Washington State Council of Fire Fighters


Pat McElligott, President
Tacoma Fire Fighters, Local 31, IAFF


Chris Heminger, Secretary-Treasurer
Washington State Council of Fire Fighters


Bruce Baurichter, Secretary-Treasurer
Tacoma Fire Fighters, Local 31, IAFF



UNIVERSITY OF WASHINGTON

SCHOOL OF
NURSING

INSTRUCTIONS

Please read the enclosed consent form carefully. All individuals who complete and return the survey will be receive \$10.00-\$15.00* in compensation. If you decide to participate, please complete and return the *Fire Fighter Job Stress Survey* in the large envelope by **April 30, 1998**. No postage is necessary.

To receive payment of \$10.00 or \$15.00, please clearly **PRINT** your **FULL** name and your address *on the white envelope provided and return it along with the completed survey* in the enclosed pre-addressed large manila envelope.

There are two copies of each consent form: one is for ongoing project participants, and the other is designed for new participants. *Be sure to sign, date, and include your employee number on the copy that is returned with your completed survey.*

**PLEASE DO NOT RETURN THE SURVEY
MARKED "PARTICIPANT'S COPY";
THIS COPY IS FOR YOUR RECORDS.**

Office of the Dean
Box 357260
Seattle, WA 98195-7260
206/543-8732
FAX 206/543-3624

Office of Academic
Programs
Box 357260
Seattle, WA 98195-7260
206/543-8736
FAX 206/685-1613

Office of Nursing
Research and Practice
Box 357265
Seattle, WA 98195-7265
206/685-1525
FAX 206/685-9264

Biobehavioral Nursing
and Health Systems
Box 357266
Seattle, WA 98195-7266
206/543-8577
FAX 206/543-4771

Family and Child Nursing
Box 357262
Seattle, WA 98195-7262
206/543-8775
FAX 206/543-6656

Psychosocial and
Community Health
Box 357263
Seattle, WA 98195-7263
206/543-6960
FAX 206/685-9551

If you have any questions, feel free to call Dr. Randal Beaton at 543-8551, or Marilyn Barnard at 616-1864.

Thank you for your time and participation in this important study of Fire Fighter stress, supported by your State Council of Firefighters, your local IAFF Union, and the City Fire Administration.

REMINDER/CHECKLIST: In the *enclosed pre-addressed, postage-paid large manila envelope, please be sure to include the following:* (check off below as completed)

☐

- Your **COMPLETED SURVEY**, including your *signed consent form* with your *employee number*.

☐

- The **WHITE RETURN ENVELOPE** with your **FULL** name and return address clearly *printed* on it.

Thank You,

Dr. Randal Beaton

- * Those participants who have completed all of the previous surveys are eligible to receive \$15.00 in compensation.

ONGOING PARTICIPANTS

PLEASE READ & SIGN THIS ABBREVIATED CONSENT FORM
IF YOU COMPLETED **ANY** OF THE PRIOR SURVEYS

UNIVERSITY OF WASHINGTON ***Consent Form***

PSYCHOSOCIAL RISK FACTORS IN THE ETIOLOGY AND PROGRESSION OF SECONDARY TRAUMATIC STRESS IN FIRE FIGHTERS AND PARAMEDICS

RANDAL BEATON, Ph.D.

Research Associate Professor and Principal Investigator
Department of Psychosocial & Community Health; 543-8551

SHIRLEY MURPHY, RN., Ph.D., F.A.A.N.

Professor, Co-Principal Investigator
Department of Psychosocial & Community Health; 543-8569

CLARK JOHNSON, Ph.D.

Data Analyst
Department of Psychosocial & Community Health; 545-0818

KEN PIKE, Ph.D.

Statistical Consultant
Department of Biobehavioral Nursing & Health Systems; 685-4733

MARILYN BARNARD, BA

Program Manager
Department of Psychosocial & Community Health; 616-1864

INVESTIGATOR'S STATEMENT:

The purpose of this research is to identify risk factors in career fire fighters and paramedics that are associated with the development of 1) post-traumatic stress disorders and 2) other stress related syndromes. It is anticipated that the identification of these risk and vulnerability factors will facilitate the development of primary preventive programs that will reduce the incidence of post-trauma symptomatology and other stress-related syndromes in fire fighters and paramedics.

PROCEDURES:

You have already agreed to complete all of the questionnaires listed below, at 6-month intervals for three years. You are free not to answer any question you do not wish to answer. The entire survey battery will require approximately 1-1 1/2 hours to complete at follow-up sessions.

- 1) Provide some background information such as your age, gender, job title and whether or not you served in the armed services in Vietnam. This form takes about 10 minutes to complete. This form is to be completed every 6 months for the next year.
- 2) A listing of 57 common sources of job stress to which we want to know your reactions. This test asks about any potential interpersonal conflicts with your superiors and whether you feel you have been harassed due to your gender or age. This form requires about 15 minutes to complete. This form also includes 7 items about job satisfaction and network support that will require another 2-3 minutes to complete each occasion. These forms are to be completed every 6 months the next year.
- 3) A checklist of 15 post-trauma symptoms related to event(s) that you may have experienced during the past week. This checklist asks whether you have had "nightmares about it" or "tried not to think about it." This should take about 5 minutes to complete. This checklist will be re-administered at 6-month intervals for year.
- 3A) You will also be asked to complete the above-noted checklist of 15 post-trauma symptoms for the "worst incident" of your career in the fire service, to briefly describe that incident, and to also recall approximately how long ago it occurred.
- 4) The Symptoms of Stress inventory is a 95 item scale that contains questions such as whether and how frequently you may have experienced "Frightening thoughts (that) keep coming back" or whether you are "Unhappy and depressed." This scale requires about 15 minutes to complete. This inventory will also be re-administered at 6-month intervals.
- 5) A Health Screening Survey of your health habits including diet and alcohol use. This form should take no more than 2-3 minutes to complete each occasion and is re-administered at 6-month intervals.
- 6) A brief checklist of the ways in which you cope with your fire fighter stress. This includes items such as "I pray" or "Take medications." This should require approximately 5 minutes to complete and is re-administered at 6-month intervals.
- 7) A 42 item questionnaire concerning major life events you may have experienced within the past three (3) years. This includes items such as "The death of a close family member" and "Changes in frequency of sexual relations." This questionnaire should take approximately 15 minutes to complete. At 6-month follow-ups you will only be asked to identify events that might have occurred within the past six months.
- 8) A survey of off-duty leisure activities including the frequency with which you might drink and socialize. This questionnaire should take about 10 minutes to complete and is to be completed at 6-month intervals.
- 9) A brief measure of your current personal feelings and emotions such as the extent to which you feel "upset" or "guilty." This questionnaire should take about 2 minutes to complete.

Ongoing Participant Consent Form

April 1998

Page 3

- 10) A measure of your supervisory relations such as how "fair" and "available" your supervisor is. This questionnaire should take about 3-5 minutes to complete and will be re-administered at 6-month intervals.

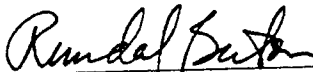
If you agree to participate in this investigation you are also agreeing to permit confidential access to certain Fire Department records linking your survey replies to your medical incident reports for the next year and fire incident reports for the next year.

Only the Principal Investigator, Co-Principal Investigator and the above identified Project personnel will have access to the master code and these consent forms linking your name/subject number to survey replies and the above department record data. Your replies will be kept completely confidential. When findings are available and presented, no individual fire fighter will be identified.

You will receive a payment of \$10.00-\$15.00 each time you complete and return a survey to the investigators. Please self-address the envelope in this survey packet and when the completed survey is returned, remittance will be made.

You may experience some mild emotional discomfort taking these tests. Or you may feel some stress related to the invasion of privacy necessary to conduct this study. If you do, please contact the Principal Investigator to address this potential problem.

These data will be kept in identifiable form for up to ten years, used to develop preventive programs and academic papers, and then will be discarded. You may, of course, decline to participate or may withdraw from participation in this study at any time without penalty or loss of benefits to which you are otherwise entitled.



Signature of Principal Investigator

Mar. 30, 1998

Date

SUBJECT'S STATEMENT:

This study described above has been explained to me. I voluntarily consent to participate in this activity. I understand that I have the opportunity to ask questions and these questions, and any future questions, about this research or my participation and rights as a subject will be answered by one of the investigators listed at the top of page 1 of this form.

Signature of Subject/Fire Fighter Participant

Date

Check one: ☐ City of Everett ☐ City of Tacoma

Important* Please give Employee Number: _____

*This number will only be on this consent form.

Copies to: Subject & Investigator file

NEW PARTICIPANTS

PLEASE READ & SIGN THIS CONSENT FORM IF YOU DID **NOT**
PARTICIPATE IN THE PRIOR SURVEY SIX MONTHS AGO.

UNIVERSITY OF WASHINGTON **Consent Form**

PSYCHOSOCIAL RISK FACTORS IN THE ETIOLOGY AND PROGRESSION OF SECONDARY TRAUMATIC STRESS IN FIRE FIGHTERS AND PARAMEDICS

RANDAL BEATON, Ph.D.

Research Associate Professor and Principal Investigator
Department of Psychosocial & Community Health; 543-8551

SHIRLEY MURPHY, RN., Ph.D., F.A.A.N.

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MARILYN BARNARD, BA

Program Manager
Department of Psychosocial & Community Health; 616-1864

INVESTIGATOR'S STATEMENT:

The purpose of this research is to identify risk factors in career fire fighters and paramedics that are associated with the development of 1) post-traumatic stress disorders and 2) other stress related syndromes. It is anticipated that the identification of these risk and vulnerability factors will facilitate the development of primary preventive programs that will reduce the incidence of post-trauma symptomatology and other stress-related syndromes in fire fighters and paramedics.

PROCEDURES:

If you agree to participate in this study, you will be asked to complete the questionnaires listed below at the beginning and, with a few noted exceptions, at 6-month intervals for year. You are free to not answer any question you do not wish to answer. The entire survey battery will require approximately 1-1 1/2 hours to complete initially and at follow-up sessions.

- 1) Provide some background information such as your age, gender, job title and whether or not you served in the armed services in Vietnam. This form takes about 10 minutes to complete. This form is to be completed every 6 months for the next year.
- 2) A listing of 57 common sources of job stress to which we want to know your reactions. This test asks about any potential interpersonal conflicts with your superiors and whether you feel you have been harassed due to your gender or age. This form requires about 15 minutes to complete. This form also includes 7 items about job satisfaction and network support that will require another 2-3 minutes to complete each occasion. These forms are to be completed every 6 months the next year.
- 3) A checklist of 15 post-trauma symptoms related to event(s) that you may have experienced during the past week. This checklist asks whether you have had "nightmares about it" or "tried not to think about it." This should take about 5 minutes to complete. This checklist will be re-administered at 6-month intervals for year.
- 3A) You will also be asked to complete the above-noted checklist of 15 post-trauma symptoms for the "worst incident" of your career in the fire service, to briefly describe that incident, and to also recall approximately how long ago it occurred.
- 4) The Symptoms of Stress inventory is a 95 item scale that contains questions such as whether and how frequently you may have experienced "Frightening thoughts (that) keep coming back" or whether you are "Unhappy and depressed." This scale requires about 15 minutes to complete. This inventory will also be re-administered at 6-month intervals.
- 5) A Health Screening Survey of your health habits including diet and alcohol use. This form should take no more than 2-3 minutes to complete each occasion and is re-administered at 6-month intervals.
- 6) A brief checklist of the ways in which you cope with your fire fighter stress. This includes items such as "I pray" or "Take medications." This should require approximately 5 minutes to complete and is re-administered at 6-month intervals.
- 7) A 42 item questionnaire concerning major life events you may have experienced within the past three (3) years. This includes items such as "The death of a close family member" and "Changes in frequency of sexual relations." This questionnaire should take approximately 15 minutes to complete. At 6-month follow-ups you will only be asked to identify events that might have occurred within the past six months.
- 8) A survey of off-duty leisure activities including the frequency with which you might drink and socialize. This questionnaire should take about 10 minutes to complete and is to be completed at 6-month intervals.
- 9) A brief measure of your current personal feelings and emotions such as the extent to which you feel "upset" or "guilty." This questionnaire should take about 2 minutes to complete.

New Participant Consent Form

April 1998

- 10) A measure of your supervisory relations such as how "fair" and "available" your supervisor is. This questionnaire should take about 3-5 minutes to complete and will be re-administered at 6-month intervals.

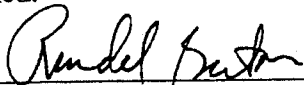
If you agree to participate in this investigation you are also agreeing to permit confidential access to certain Fire Department records linking your survey replies to your medical incident reports for the next year and fire incident reports for the next year. Also, if you agree to participate in this investigation, you are also agreeing to allow confidential global access to on-the-job injury, non-injurious incidents, and absenteeism rates for your platoon.

Only the Principal Investigator, Co-Principal Investigator and the above identified Project personnel will have access to the master code and these consent forms linking your name/subject number to survey replies and the above department record data. Your replies will be kept completely confidential. When findings are available and presented, no individual fire fighter will be identified.

You will receive a payment of \$10.00-\$15.00 each time you complete and return a survey to the investigators. Please self-address the envelope in this survey packet and when the completed survey is returned, remittance will be made.

You may experience some mild emotional discomfort taking these tests. Or you may feel some stress related to the invasion of privacy necessary to conduct this study. If you do, please contact the Principal Investigator to address this potential problem.

These data will be kept in identifiable form for up to ten years, used to develop preventive programs and academic papers, and then will be discarded. You may, of course, decline to participate or may withdraw from participation in this study at any time without penalty or loss of benefits to which you are otherwise entitled.



Signature of Principal Investigator

Mar. 30, 1998

Date

SUBJECT'S STATEMENT:

This study described above has been explained to me. I voluntarily consent to participate in this activity. I understand that I have the opportunity to ask questions and these questions, and any future questions, about this research or my participation and rights as a subject will be answered by one of the investigators listed at the top of page 1 of this form.

Signature of Subject/Fire Fighter Participant

Date

Check one: ☐ City of Everett ☐ City of Tacoma

Important* Please give Employee Number: _____

*This number will only be on this consent form.

Copies to: Subject & Investigator file

ID Code _____
FOR RESEARCH USE ONLY

UNIVERSITY OF WASHINGTON

FIREFIGHTER/PARAMEDIC
Status Update Information

Instructions: FOR ONGOING PARTICIPANTS ONLY, please update this background information. In completing this form you DO NOT need to fill out the entire Background Information Form that follows.

-
1. Are you currently employed outside the fire department? ____ Yes ____ No
 - 1a. Do you engage in off-duty volunteer firefighting, EMS or rescue activities? ____ Yes ____ No
 2. Check your current job title: Firefighter ____ Firefighter/Paramedic ____ Dispatcher ____
Fire Dept. Administrator ____ Fire Investigator ____
 - 2a. Current Supervisory Rank, if applicable: Lieutenant ____ Captain ____ Battalion Chief ____
 - 2b. Current Shift ____
 - 2c. Current Station ____ / Engine # ____ / Ladder # ____ / Aid or Rescue or Medic Unit # ____
 - 2d. Are you currently serving on a Probationary Status as a firefighter? ____ Yes ____ No
 - 2e. Have any of the above (10-10c) changed within the past 6 mos.? ____ Yes ____ No.
If yes, please describe.(e.g., promoted to Lieutenant) _____
 3. Estimated time period at current station: _____ (years/months/weeks)
or check here if currently "detailed" or "floater" _____
 4. Have you participated in a critical incident debriefing within the past 6 mos? ____ Yes ____ No
 - 4a. If yes, please give approximate date(s) of debriefing(s) _____
 5. Within the past 6 months have you sought assistance for a personal concern? ____ Yes ____ No
 - 5a. If yes please indicate if assistant was sought from a Physician ____, Psychiatrist ____,
Psychologist ____, Nurse ____, Counselor ____, Clergy ____, Other _____ (specify)
 6. Have you been physically injured in the line of duty within the past year? ____ Yes ____ No
 - 6a. Are you still experiencing the after effects of this injury? ____ Yes ____ No
 - 6b. Was this injury a musculoskeletal strain/sprain? ____ Yes ____ No
 - 6c. If not, a musculoskeletal strain/sprain please describe nature of injury:

 7. Are you currently a local IAFF Union leader? ____ Yes ____ No
 - 7a. IAFF Union Shift Steward? ____ Yes ____ No
 - 7b. Hold other IAFF Union post? ____ Yes ____ No. Please specify _____
 8. Did you recently participate in the Tacoma Department In-Service course on Firefighter Stress and Stress Management taught by Rick Keller? ____ Yes ____ No
 - 8a. Have you taken other stress management or wellness courses within the past year? ____ Yes ____ No
within the past 5 years? ____ Yes ____ No

ID Code _____
FOR RESEARCH USE ONLY

UNIVERSITY OF WASHINGTON

FIREFIGHTER/PARAMEDIC Background Information

NOTE: To be filled out by NEW PARTICIPANTS ONLY.

1. Age _____
2. Sex ☐ M ☐ F
3. Marital Status/Living Arrangements
 - _____ 1. Single, never married, living alone, or with parental family
 - _____ 2. Married, living together
 - _____ 3. Married, living apart (separated)
 - _____ 4. Divorced, living alone
 - _____ 5. Widowed, living alone
 - _____ 6. Single, divorced or widowed and currently have living together arrangements
4. Number in household 16 or younger _____
5. Number in household 17 or older _____ (including self)
6. Psychosocial History:
 - 6a. Number of years of formal education _____ (12 = High School grad)
 - 6b. Have you ever been divorced? ☐ Yes ☐ No
 - 6c. Were your parents divorced before you left home? ☐ Yes ☐ No.
If yes, how old were you when they divorced? _____
7. Are you currently employed outside the fire department? ☐ Yes ☐ No
 - 7a. If yes, estimate number of hours/month of outside employment _____
 - 7b. Please identify the primary type of outside employment, e.g., carpentry: _____
 - 7c. Do you engage in off-duty volunteer firefighting, EMS or rescue activities? ☐ Yes ☐ No
If yes, please describe. _____
8. Number of years on present fire department force _____
9. Level of EMS Certification: First Response ☐ EMT ☐ Paramedic ☐
Other (specify) _____
10. Current job title: Firefighter ☐ Firefighter/Paramedic ☐ Dispatcher ☐
Fire Dept. Administrator ☐ Fire Investigator ☐
 - 10a. Current Supervisory Rank, if applicable: Lieutenant ☐ Captain ☐ Battalion Chief ☐
 - 10b. Current Shift: (Please Circle one) A B C D
 - 10c. Current Station _____ / Engine # _____ / Ladder # _____ / Aid or Rescue or Medic Unit # _____
 - 10d. Are you currently serving on a Probationary Status as a firefighter? ☐ Yes ☐ No
 - 10e. Have any of the above (10-10c) changed within the past 6 mos.? ☐ Yes ☐ No.
If yes, please describe.(e.g., promoted to Lieutenant) _____
11. Are you currently in Paramedic training? ☐ Yes ☐ No
12. Total number of years served as a Professional Firefighter _____
 - 12a. Total number of years served as a Professional Paramedic _____
 - 12b. Total number of years served as a Dispatcher _____
 - 12c. Total number of years served as a Fire Investigator _____
 - 12d. Total number of years served as a Fire Dept. Administrator _____

ID Code _____
FOR RESEARCH USE ONLY

Background Information (Cont.)

13. Estimated time period at current station: _____ (years)
or check here if currently "detailed" or "floater" _____
14. Estimated Percentage of EMS calls or runs in the past month _____
15. Estimated Percentage of fire suppression calls or runs in the past month _____

For 16-19 below give estimated percentages of work time spent on:

16. Hazardous materials _____
17. Inspection and Prevention _____
18. Training _____
19. Management and Supervision _____

20. Ethnicity: (Check one) _____ 1. African-American _____ 4. Caucasian
_____ 2. Asian-American _____ 5. Hispanic
_____ 3. Native American Indian

21. Are you a Vietnam era veteran? _____ Yes _____ No

21a. Are you a veteran of the Gulf War? _____ Yes _____ No

21b. If yes to either 21 or 21a above, were you exposed to combat? _____ Yes _____ No

22. Have you participated in a critical incident debriefing within the past 6 mos? _____ Yes _____ No

22a. If yes, please give approximate date(s) of debriefing(s) _____

23. In the past 6 months have you sought assistance for a personal concern? _____ Yes _____ No

23a. If yes, please indicate if assistant was sought from a Physician _____, Psychiatrist _____,
Psychologist _____, Nurse _____, Counselor _____, Clergy _____, Other _____ (specify)

24. Have you been physically injured in the line of duty within the past year? _____ Yes _____ No

24a. Are you still experiencing the after effects of this injury? _____ Yes _____ No

24b. Was this injury a musculoskeletal strain/sprain? _____ Yes _____ No

24c. If not, a musculoskeletal strain/sprain please describe nature of injury:

25. Are you covered under (check one) LEOFF I _____ or LEOFF II _____

26. Are you currently a local IAFF Union leader? _____ Yes _____ No

26a. IAFF Union Shift Steward? _____ Yes _____ No

26b. Hold other IAFF Union post? _____ Yes _____ No. Please specify _____

27. Did you recently participate in the Tacoma Fire Department In-Service course on Critical Incident Stress taught by Rick Keller & Suzanne McGill? _____ Yes _____ No

27a. Have you taken other stress management or wellness courses within the past year? _____ Yes _____ No
within the past 5 years? _____ Yes _____ No

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SOURCES OF OCCUPATIONAL STRESS IN
FIREFIGHTERS AND PARAMEDICS

There are numerous sources of on-the-job stress that affect firefighters and paramedics on a regular basis. Below you will find a listing of many of these stressors. Please indicate how bothered you have felt about the following sources of on-the-job stress experience during the last 10 shifts you worked. By "bothered" it is meant frustrated, annoyed, irritated, etc. Check N/A if a stressor did not occur. If a stressor occurred please mark the degree to which you were bothered on the line (0-100).

	Slightly bothered	Somewhat bothered	Extremely bothered	N/A
1. Personality conflicts with co-workers or team members	0	50	100	—
2. Threats to your own personal safety	0	50	100	—
3. Recollection of sounds, smells or sights of injured dying people	0	50	100	—
4. Conflicts with public	0	50	100	—
5. Poor diet	0	50	100	—
6. Worries about job security	0	50	100	—
7. Conflict with chief administrative officer(s)	0	50	100	—
8. Too much responsibility i.e. performing duties, serving public, etc.	0	50	100	—
9. Concerns regarding retirement	0	50	100	—
10. Lack of control over nature and extent of victim's injuries	0	50	100	—
11. Discrimination based on gender, ethnicity, or age	0	50	100	—
12. Worries about personal competence in handling "mass casualty runs"	0	50	100	—

Sources of Occupational Stress
Page 2

- Sources of Occupational Stress
Page 2

	Slightly bothered	Somewhat bothered	Extremely bothered	N/A
13. Poor quality of sleep	0	50	100	
14. Exposure to anxious or overly-demanding co-worker or administrator	0	50	100	
15. Telling family and friends that their relatives have died or have been severely injured	0	50	100	
16. Lack of control over work schedule	0	50	100	
17. Conflict with immediate superior(s)	0	50	100	
18. Financial strain due to inadequate pay	0	50	100	
19. Bothered by not being able to predict or control events	0	50	100	
20. Concerns about not knowing latest technology	0	50	100	
21. Possible dealings with dangerous and/or violent people	0	50	100	
22. Apprehensions related to driving or being a passenger in an emergency vehicle	0	50	100	
23. Lack of novel experiences/too much boredom on the job	0	50	100	
24. Harassment based on gender, ethnicity, or age	0	50	100	
25. Reduction in force/reduced dept. size or budget cuts	0	50	100	
26. Working with substandard equipment	0	50	100	
27. Dislike of day to day work duties	0	50	100	
28. Not getting enough sleep at work	0	50	100	

Sources of Occupational Stress
Page 5

JOB SATISFACTION AND MORALE - Items #58-#60 ask you to rate your job satisfaction and morale.

58. Rate your overall current job satisfaction
- | | | | | | | | | | | |
|-------------------------------------|--|--|--|--|-----------------------|--|--|--|--|-------------------------------------|
| 0 | | | | | | | | | | 100 |
| | | | | | 50 | | | | | |
| not satisfied
at all with
job | | | | | somewhat
satisfied | | | | | completely
satisfied
with job |
59. Rate your current work-related morale
- | | | | | | | | | | | |
|--|--|--|--|--|-------------------|--|--|--|--|--------------------------|
| 0 | | | | | | | | | | 100 |
| | | | | | 50 | | | | | |
| extremely
low morale
(demoralized) | | | | | average
morale | | | | | extremely
high morale |
60. Rate your ability to attain your career goals
- | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|
| 0 | | | | | | | | | | 100 |
| | | | | | 50 | | | | | |
| completely
unable to
attain career | | | | | career goals
somewhat
attainable | | | | | career goals
completely
attainable |

SOCIAL NETWORK(S) - Items #61-#64 ask you to rate your social network satisfaction and conflict.

61. Rate your overall level of satisfaction with social support you receive at work
- | | | | | | | | | | | |
|--|--|--|--|--|-----------------------|--|--|--|--|---|
| 0 | | | | | | | | | | 100 |
| | | | | | 50 | | | | | |
| completely
dissatisfied
w/ social
support at work | | | | | somewhat
satisfied | | | | | completely
satisfied
w/ social
support at work |
62. Rate your satisfaction with social support you receive at home, i.e. from family and friends
- | | | | | | | | | | | |
|--|--|--|--|--|-----------------------|--|--|--|--|---|
| 0 | | | | | | | | | | 100 |
| | | | | | 50 | | | | | |
| completely
dissatisfied
w/ social
support at home | | | | | somewhat
satisfied | | | | | completely
satisfied
w/ social
support at home |
63. Rate the degree of conflict you experience in your social network on the job (at work) with co-workers
- | | | | | | | | | | | |
|--|--|--|--|--|------------------|--|--|--|--|--|
| 0 | | | | | | | | | | 100 |
| | | | | | 50 | | | | | |
| little or
no conflict
(w/co-workers) | | | | | some
conflict | | | | | frequent,
intense
conflict
(w/co-workers) |
64. Rate the degree of conflict you experience in your social network at home (with family and friends)
- | | | | | | | | | | | |
|---------------------------------------|--|--|--|--|------------------|--|--|--|--|----------------------------------|
| 0 | | | | | | | | | | 100 |
| | | | | | 50 | | | | | |
| little or
no conflict
(at home) | | | | | some
conflict | | | | | frequent,
intense
conflict |

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STANDARD REVISED IMPACT OF EVENT SCALE

PLEASE FOLLOW INSTRUCTIONS CAREFULLY:

Recall the single most stressful critical incident you may have experienced in the line of duty during the past six (6) months. Take a few moments to recall the details of that incident.

Now, with that incident clearly in mind, please respond to the following items:

FREQUENCY

Below is a list of comments made by people after stressful life events. Please check each item, indicating how frequently these comments were true for you DURING THE PAST SEVEN DAYS. If they did not occur during that time, please mark the "Not At All" column.

	Not At All	Rarely	Sometimes	Often	
1. I thought about it when I didn't mean to.					1
2. I avoided letting myself get upset when I thought about it or was reminded of it.					2
3. I tried to remove it from memory.					3
4. I had trouble falling asleep or staying asleep, because of pictures or thoughts about it that came into my mind.					4
5. I had waves of strong feelings about it.					5
6. I had dreams about it.					6
7. I stayed away from reminders of it.					7
8. I felt as if it hadn't happened, or it wasn't real.					8
9. I tried not to talk about it.					9
10. Pictures about it popped into my mind.					10
11. Other things kept making me think about it.					11
12. I was aware that I still had a lot of feelings about it, but I didn't deal with them.					12
13. I tried not to think about it.					13
14. Any reminder brought back feelings about it.					14
15. My feelings about it were kind of numb.					15

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WORST INCIDENT OF YOUR CAREER IMPACT OF EVENT SCALE

PLEASE FOLLOW INSTRUCTIONS CAREFULLY:

Recall the single most stressful critical incident you may have experienced in the line of duty *during your entire career*. Take a few moments to recall the details of that incident.

Now, with that worst incident of your career clearly in mind, please briefly describe it in the space provided at the bottom of this page, and please respond to the following items:

Below is a list of comments made by people after stressful life events. Please check each item, indicating how frequently these comments were true for you DURING THE PAST SEVEN DAYS.

If they did not occur during that time, please mark the "Not At All" column.

FREQUENCY

	Not At All	Rarely	Sometimes	Often	
1. I thought about it when I didn't mean to.					1
2. I avoided letting myself get upset when I thought about it or was reminded of it.					2
3. I tried to remove it from memory.					3
4. I had trouble falling asleep or staying asleep, because of pictures or thoughts about it that came into my mind.					4
5. I had waves of strong feelings about it.					5
6. I had dreams about it.					6
7. I stayed away from reminders of it.					7
8. I felt as if it hadn't happened, or it wasn't real.					8
9. I tried not to talk about it.					9
10. Pictures about it popped into my mind.					10
11. Other things kept making me think about it.					11
12. I was aware that I still had a lot of feelings about it, but I didn't deal with them.					12
13. I tried not to think about it.					13
14. Any reminder brought back feelings about it.					14
15. My feelings about it were kind of numb.					15

Description of "worst" incident (2 or 3 sentences) and approximately when it occurred:

When? _____ years _____ months ago.

SYMPTOMS OF STRESS INVENTORY

A Self Assessment

THIS QUESTIONNAIRE IS DESIGNED TO MEASURE THE DIFFERENT WAYS PEOPLE RESPOND TO STRESSFUL SITUATIONS. IN THE BOOK ARE SETS OF QUESTIONS DEALING WITH VARIOUS PHYSICAL, PSYCHOLOGICAL AND BEHAVIORAL RESPONSES. WE ARE PARTICULARLY INTERESTED IN THE FREQUENCY WITH WHICH YOU MAY HAVE EXPERIENCED THESE STRESS RELATED SYMPTOMS DURING THE PAST WEEK.

Check one:
☐ Screening ☐ Exit ☐ 6 Month ☐ 1 Year

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PLEASE CIRCLE THE MOST APPROPRIATE RESPONSE TO EACH QUESTION.

SOMETIMES PEOPLE UNDER STRESS EXPERIENCE A VARIETY OF PHYSICAL RESPONSES. DURING THE DESIGNATED PERIOD HAVE YOU BEEN BOTHERED BY:

	Never	Infrequently	Sometimes	Often	Very Frequently
1. Flushing of your face	0	1	2	3	4
2. Sweating excessively even in cold weather	0	1	2	3	4
3. Severe itching	0	1	2	3	4
4. Skin rashes	0	1	2	3	4
5. Breaking out in cold sweats	0	1	2	3	4
6. Cold hands or feet	0	1	2	3	4
7. Hot or cold spells	0	1	2	3	4

HAVE YOU NOTICED ANY OF THE FOLLOWING SYMPTOMS WHEN NOT EXERCISING:

8. Pains in your heart or chest	0	1	2	3	4
9. Thumping of your heart	0	1	2	3	4
10. Rapid or racing heart beats	0	1	2	3	4
11. Irregular heart beats	0	1	2	3	4
12. Rapid breathing	0	1	2	3	4
13. Difficult breathing	0	1	2	3	4
14. A dry mouth	0	1	2	3	4

HAVE YOU EXPERIENCED:

15. Having to clear your throat often	0	1	2	3	4
16. A choking lump in your throat ...	0	1	2	3	4
17. Hoarseness	0	1	2	3	4
18. Nasal stuffiness	0	1	2	3	4
19. Colds	0	1	2	3	4
20. Colds with complications (e.g. bronchitis)	0	1	2	3	4

	Never	Infrequently	Sometimes	Often	Very Frequently
21. Increased asthma attacks	0	1	2	3	4
22. Sinus headaches	0	1	2	3	4

HAVE YOU EXPERIENCED:

23. Spells of severe dizziness	0	1	2	3	4
24. Feeling faint	0	1	2	3	4
25. Blurring of your vision	0	1	2	3	4
26. Migraine headaches	0	1	2	3	4
27. Increased seizures (convulsions)	0	1	2	3	4

HAVE YOU BEEN BOTHERED BY:

28. Indigestion	0	1	2	3	4
29. Nausea	0	1	2	3	4
30. Severe pains in your stomach	0	1	2	3	4
31. Increased appetite	0	1	2	3	4
32. Poor appetite	0	1	2	3	4
33. Loose bowel movements or diarrhea	0	1	2	3	4
34. Heartburn	0	1	2	3	4
35. Constipation	0	1	2	3	4

MUSCLE TENSION IS A COMMON WAY OF EXPERIENCING STRESS. HAVE YOU NOTICED EXCESSIVE TENSION, STIFFNESS, SORENESS OR CRAMPING OF THE MUSCLES IN YOUR:

36. Abdomen or stomach	0	1	2	3	4
37. Neck	0	1	2	3	4
38. Jaw	0	1	2	3	4
39. Forehead	0	1	2	3	4
40. Eyes	0	1	2	3	4
41. Back	0	1	2	3	4
42. Shoulders	0	1	2	3	4
43. Hands or arms	0	1	2	3	4

	Never	Infrequently	Sometimes	Often	Very Frequently
44. Legs	0	1	2	3	4
45. Tension headaches	0	1	2	3	4

IN YOUR DAY-TO-DAY ACTIVITIES, HAVE
YOU NOTICED SYMPTOMS OF ANXIETY OR
RESTLESSNESS, SUCH AS:

46. Fidgeting with your hands	0	1	2	3	4
47. Pacing	0	1	2	3	4
48. Chewing on your lips	0	1	2	3	4
49. Difficulty sitting still	0	1	2	3	4
50. Increased eating	0	1	2	3	4
51. Increased smoking	0	1	2	3	4
52. Biting your nails	0	1	2	3	4
53. Having to urinate frequently	0	1	2	3	4
54. Having to get up at night to urinate	0	1	2	3	4
55. Difficulty in falling asleep	0	1	2	3	4
56. Difficulty in staying asleep at night	0	1	2	3	4
57. Early morning awakening	0	1	2	3	4
58. Changes in your sexual relationship	0	1	2	3	4
59. Working tires you out completely	0	1	2	3	4
60. Severe aches and pain make it difficult for you to do your work	0	1	2	3	4

STRESS IS OFTEN ACCOMPANIED BY A VARIETY
OF EMOTIONS. DURING THE DESIGNATED
PERIOD HAVE YOU FELT:

61. Alone and sad	0	1	2	3	4
62. Unhappy and depressed	0	1	2	3	4
63. Like crying easily	0	1	2	3	4
64. Like life is entirely hopeless ..	0	1	2	3	4

* 65. That you wished you were dead ... 0 1 2 3 4

*If you rated this item (#65) at a 1,2,3 or 4, we recommend that you contact your
Employee Assistance Program for an evaluation. A 1,2,3 or 4 rating on item #65
suggests there might be a potential for self-harm.

	Never	Infrequently	Sometimes	Often	Very Frequently
66. That worrying gets you down	0	1	2	3	4
67. You get up tired and exhausted in the morning even with your usual amount of sleep	0	1	2	3	4
68. You suffer from severe nervous exhaustion	0	1	2	3	4

HAVE YOU NOTICED:

69. Worrying about your health	0	1	2	3	4
70. Stuttering or stammering	0	1	2	3	4
71. Shaking or trembling	0	1	2	3	4
72. Being keyed up and jittery	0	1	2	3	4
73. Feeling weak and faint	0	1	2	3	4
74. Frightening dreams	0	1	2	3	4
75. Being uneasy and apprehensive ...	0	1	2	3	4
76. You get nervous or shaky when approached by a superior	0	1	2	3	4
77. You become so afraid you can't move	0	1	2	3	4
78. You are fearful of strangers and/or strange places make you afraid	0	1	2	3	4
79. Sudden noises make you jump or shake	0	1	2	3	4

DOES IT SEEM:

80. That little things get on your nerves	0	1	2	3	4
81. You are easily annoyed and irritated	0	1	2	3	4
82. When you feel angry, you act angrily toward most everything ..	0	1	2	3	4
83. Angry thoughts about an irritating event keep bothering you	0	1	2	3	4
84. You become mad or angry easily ..	0	1	2	3	4

	Never	Infrequently	Sometimes	Often	Very Frequent
85. Your anger is so great that you want to strike something	0	1	2	3	4
86. You let little annoyances build up until you just explode	0	1	2	3	4
87. You become so upset that you hit something	0	1	2	3	4

IN YOUR DAY-TO-DAY LIVING DO YOU FIND:

88. Your thinking gets completely mixed up when you have to do things quickly	0	1	2	3	4
89. You must do things very slowly to do them without mistakes	0	1	2	3	4
90. You get directions and orders wrong	0	1	2	3	4
91. You are unable to keep thoughts from running through your mind	0	1	2	3	4
92. Frightening thoughts keep coming back	0	1	2	3	4
93. You become suddenly frightened for no good reason	0	1	2	3	4
94. You have difficulty in concentrating	0	1	2	3	4
95. What other ways do you experience stress, tension or anxiety?					

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Department of Psychosocial Nursing, SC-76
University of Washington
Seattle, Washington 98195

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FOR OFFICE USE ONLY**HEALTH SCREENING SURVEY**

Check the appropriate answer.

1. IN THE LAST THREE MONTHS, have you been dieting to lose weight?

☐ Yes ☐ No**IF YES:** How many pounds have you managed to lose?☐ 0 ☐ 1-3 ☐ 4-7 ☐ 8 or more

2. IN THE LAST THREE MONTHS, have you performed physical activity or exercise in your leisure time at least 20 minutes without stopping, enough to make you breathe hard and/or sweat?

☐ Yes ☐ No**IF YES,** On average, how many days per week have you been exercising?☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ Every Day

3. IN THE LAST THREE MONTHS, have you been smoking cigarettes at all?

☐ Yes ☐ No**IF YES,** On average, how many cigarettes have you been smoking each day?☐ 1-9 ☐ 10-19 ☐ 20-29 ☐ 30 or more

4. IN THE LAST THREE MONTHS, have you been drinking alcoholic drinks at all (e.g. beer, wine, sherry, vermouth, or hard liquor)?

☐ Yes ☐ No**IF NO,** go to question 5.**IF YES, ANSWER 4a thru 4c.**

Check the appropriate answer.

4a. On average, how many days per week have you been drinking beer or wine coolers?

☐ None ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ Every day

On a day when you have had beer or wine coolers to drink, how many glasses, bottles, or cans have you been drinking?

☐ 1-2 ☐ 3-4 ☐ 5-8 ☐ 9-14 ☐ 15 or more

AND

4b. On average how many days per week have you been drinking wine, sherry or vermouth?

☐ None ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ Every day

On a day when you have had wine, sherry or vermouth to drink, how many glasses have you been drinking?

☐ 1-2 ☐ 3-4 ☐ 5-8 ☐ 9-14 ☐ 15 or more

AND

4c. On average how many days per week have you been drinking liquor (gin, vodka, rum, brandy, whisky, etc.)?

☐ None ☐ 1-2 ☐ 3-4 ☐ 5-6 ☐ Every day

On a day when you have had liquor to drink, how many single shots have you been drinking?

☐ 1-2 ☐ 3-4 ☐ 5-8 ☐ 9-14 ☐ 15 or more

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5. IN THE LAST THREE MONTHS have you felt you should

- a. lose some weight ___ No ___ Sometimes ___ Quite Often ___ Very Often
b. cut down or stop smoking ___ No ___ Sometimes ___ Quite Often ___ Very Often
c. cut down or stop drinking ___ No ___ Sometimes ___ Quite Often ___ Very Often
d. do more to keep fit ___ No ___ Sometimes ___ Quite Often ___ Very Often

6. IN THE LAST THREE MONTHS has anyone annoyed you or got on your nerves by telling you to:

- a. change your weight ___ No ___ Sometimes ___ Quite Often ___ Very Often
b. cut down or stop smoking ___ No ___ Sometimes ___ Quite Often ___ Very Often
c. cut down or stop drinking ___ No ___ Sometimes ___ Quite Often ___ Very Often
d. do more to keep fit ___ No ___ Sometimes ___ Quite Often ___ Very Often

7. IN THE LAST THREE MONTHS, have you felt guilty or bad about:

- a. your weight ___ No ___ Sometimes ___ Quite Often ___ Very Often
b. how much you smoke ___ No ___ Sometimes ___ Quite Often ___ Very Often
c. how much you drink ___ No ___ Sometimes ___ Quite Often ___ Very Often
d. how unfit you are ___ No ___ Sometimes ___ Quite Often ___ Very Often

8. IN THE LAST THREE MONTHS, have you been waking up wanting to:

- a. exercise to keep fit ___ No ___ Sometimes ___ Quite Often ___ Very Often
b. smoke a cigarette ___ No ___ Sometimes ___ Quite Often ___ Very Often
c. have an alcoholic drink ___ No ___ Sometimes ___ Quite Often ___ Very Often
d. have something to eat ___ No ___ Sometimes ___ Quite Often ___ Very Often

9. Now that you have completed this form, do you think you currently have:

- a. a weight problem ___ No ___ Sometimes ___ Quite Often ___ Very Often
b. a smoking problem ___ No ___ Sometimes ___ Quite Often ___ Very Often
c. a drinking problem ___ No ___ Sometimes ___ Quite Often ___ Very Often
d. a fitness problem ___ No ___ Sometimes ___ Quite Often ___ Very Often

10. Thinking back, would you say at any time in the past you had:

- a. a weight problem ___ No ___ Sometimes ___ Quite Often ___ Very Often
b. a smoking problem ___ No ___ Sometimes ___ Quite Often ___ Very Often
c. a drinking problem ___ No ___ Sometimes ___ Quite Often ___ Very Often
d. a fitness problem ___ No ___ Sometimes ___ Quite Often ___ Very Often

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Coping Response of Rescue Workers

The following are some of the things people do to handle stress. When you have experienced a stressful situation as a fire fighter how frequently do you use one of these ways to handle it? Please circle the appropriate answer.

	<u>Never</u>	<u>Rarely</u>	<u>Sometimes</u>	<u>Often</u>
1. Remind myself I am providing help.	0	1	2	3
2. Remind myself things could be worse.	0	1	2	3
3. Look at the situation realistically.	0	1	2	3
4. Figure out which things you feared really could have happened.	0	1	2	3
5. Concentrate on other things.	0	1	2	3
6. Think about the more humorous parts of the event.	0	1	2	3
7. Be more helpful to others.	0	1	2	3
8. Think of the meaning of life after the event.	0	1	2	3
9. Work on expectations for the future.	0	1	2	3
10. Let myself experience all the feelings about the event.	0	1	2	3
11. Talk to others about the incident.	0	1	2	3
12. Put feelings out of my mind.	0	1	2	3
13. Think about the good things in life.	0	1	2	3
14. Figure out when my responses were irrational.	0	1	2	3
15. Devote myself to work.	0	1	2	3
16. Figure out how things would be different if I acted in a different way.	0	1	2	3
17. Seek out other fire fighters who are dealing with the same thing.	0	1	2	3
18. Figure out the meaning in fire fighting.	0	1	2	3
19. Put the whole thing out of my mind.	0	1	2	3
20. Withdraw from people.	0	1	2	3
21. Develop a positive attitude about the event.	0	1	2	3
22. Think about what happened on my own.	0	1	2	3
23. Figure out why the event made me feel the way it did.	0	1	2	3
24. Not to be bothered by conflicting feelings.	0	1	2	3
25. Involve myself in other activities.	0	1	2	3
26. Seek increased emotional support from others.	0	1	2	3
27. Look for someone to provide direction.	0	1	2	3
28. Turn to religion or philosophy for help.	0	1	2	3
29. Find new interests.	0	1	2	3
30. Spend more time listening to music, writing or getting in touch with nature.	0	1	2	3
31. Do things impulsively to see if such activities would help.	0	1	2	3
32. Figure out choices in life and how they are related to the event.	0	1	2	3

C/9

SCHEDULE OF RECENT EXPERIENCES (SRE)

Part A (Items 1 through 12)

Instructions

For each life event listed below, please do the following:

Think back on the event and decide if it happened to you and when it happened.

If the event did happen, place a check mark in the appropriate time period to the right. The columns are as follows:

0 to 6 months 6 months to 1 year ago

If the event in question did not happen to you in any of the time periods, check under "does not apply."

	1 0-6 mo. ago	2 6 mo- 1 yr. ago	0 Does not apply
1. A lot more or a lot less trouble with the boss.	___	___	___
2. A major change in sleeping habits (sleeping a lot more or a lot less, or change in part of day when asleep).	___	___	___
3. A major change in eating habits (alot more or alot less food intake, or very different meal hours or surroundings).	___	___	___
4. A revision of personal habits (dress, manners, associations, etc.)	___	___	___
5. A major change in your usual type and/or amount of recreation.	___	___	___
6. A major change in your social activities (e.g., clubs, dancing, movies, visiting, etc.)	___	___	___
7. Major change in church activities (e.g., alot more or alot less than usual).	___	___	___
8. A major change in number of family get-togethers (e.g., alot more or alot less than usual).	___	___	___
9. A major change in financial state (e.g., alot worse or alot better off than usual).	___	___	___
10. In-law troubles.	___	___	___
11. A major change in the number of arguments with spouse (e.g., either alot more or alot less than usual regarding child-rearing, personal habits, etc.).	___	___	___
12. Sexual difficulties	___	___	___

(Over)

SRE (C#9)

Page two

Part B (Items 13 through 42)

This part is similar to Part A, except that you are now asked to indicate the number of times that an event happened in each of the appropriate time periods.

	1 0-6 mo. ago	2 6 mo- 1 yr. ago	0 Does not apply
13. Major personal injury or illness	_____	_____	_____
14. Death of a close family member (other than spouse)	_____	_____	_____
15. Death of spouse	_____	_____	_____
16. Death of a close friend	_____	_____	_____
17. Gaining a new family member (<u>e.g.</u> , through birth, adoption, oldster moving in, etc.)	_____	_____	_____
18. Major change in the health or behavior of a family member	_____	_____	_____
19. Change in residence	_____	_____	_____
20. Detention in jail or other institution	_____	_____	_____
21. Minor violations of the law (<u>e.g.</u> , traffic tickets, jaywalking, disturbing the peace, etc.)	_____	_____	_____
22. Major business readjustment (<u>e.g.</u> , merger, reorganization, bankruptcy, etc.)	_____	_____	_____
23. Marriage	_____	_____	_____
24. Divorce	_____	_____	_____
25. Marital separation from spouse	_____	_____	_____
26. Outstanding personal achievement	_____	_____	_____
27. Son or daughter leaving home (<u>e.g.</u> , marriage, attending college, etc.)	_____	_____	_____
28. Retirement from work	_____	_____	_____
29. Major change in working hours or conditions	_____	_____	_____
30. Being fired from work	_____	_____	_____
31. Major change in responsibilities at work (<u>e.g.</u> , promotion, demotion, lateral transfer)	_____	_____	_____
32. Major change in living conditions (<u>e.g.</u> , building a new home, remodeling, deterioration of home or neighborhood)	_____	_____	_____
33. Wife beginning or ceasing work outside the home.	_____	_____	_____

(More)

SRE (C#9)
Page three

	1 0-6 mo. ago	2 6 mo.- 1 yr. ago	0 Does not apply
34. Taking on a mortgage greater than \$10,000 (e.g., purchasing a home, business, etc.)	_____	_____	_____
35. Taking on a mortgage or loan less than \$10,000 (e.g., purchasing a car, TV, freezer, etc.)	_____	_____	_____
36. Foreclosure on a mortgage or loan	_____	_____	_____
37. Vacation	_____	_____	_____
38. Changing to a new school	_____	_____	_____
39. Changing to a different line of work	_____	_____	_____
40. Beginning or ceasing formal schooling	_____	_____	_____
41. Marital reconciliation with mate	_____	_____	_____
42. Pregnancy	_____	_____	_____

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Department of Psychiatry and Behavioral Sciences
University of Washington School of Medicine
Seattle, Washington 98195

1/18/80cl

LEISURE ACTIVITY SCALE

On the left side of this survey is a list of activities people participate in during free time. You may engage in these activities for various reasons: Escape from stresses of life, enjoyment, and/or the challenge involved in some activities.

Directions: For each activity listed, tell us how often you participate in each activity by checking one of the boxes in the extent of participation columns as follows: N=Never, Y=Yearly, M=Monthly, W=Weekly, or D=Daily. Then, for each activity listed, rate your degree of involvement, i.e. how absorbed/engaged you are when doing this activity, using the following key: 1=Very little involvement, 2=Some involvement, 3=A lot of involvement: or 4=Extensive involvement.

LEISURE ACTIVITY	() Extent of Participation					() Extent of Involvement				
	N	Y	M	W	D	1	2	3	4	
1. Working Crossword Puzzles										1
2. Watching Television										2
3. Reading/Listening to Books on Tape										3
4. Playing games at home										4
5. Playing Racquetball										5
6. Skating (i.e., roller, blades)										6
7. Walking										7
8. Bicycling										8
9. Jogging										9
10. Golfing										10
11. Skiing (snow or water)										11
12. Swimming										12
13. Playing Tennis										13
14. Playing Volleyball										14
15. Bowling										15
16. Canoeing/Boating										16
17. Gardening										17
18. Hiking										18
19. Fishing										19
20. Camping										20
21. Hunting										21
22. Drinking and Socializing										22
23. Club Activities										23
24. Picknicking										24
25. Watching Sports on TV										25
26. Listening to Music										26
27. Collecting Antiques										27
28. Collecting Stamps										28
29. Tavern Games (pool, etc)										29
30. Playing Computer Games										30
31. Plain Cards										31

LEISURE ACTIVITY SCALE

LEISURE ACTIVITY	() Extent of Participation						() Extent of Involvement				
	N	Y	M	W	D		1	2	3	4	
32. Playing Musical Instruments											32
33. Public Videogames											33
34. Playing Chess											34
35. Visiting Museums, fairs, galleries or attending plays											35
36. Baking and Cooking											36
37. Woodworking											37
38. Quilting/Knitting/Sewing											38
39. Photography											39
40. Ceramics/Pottery											40
41. Sunbathing/Sauna											41
42. Napping											42
43. Entertaining at Home											43
44. Eating Out											44
45. Participating in Drama/Dance											45
46. Going to bars or clubs											46
47. Shopping/browsing in shops											47
48. Attending movies, concerts, or plays											48
49. Visiting friends and relatives											49
50. Automobile Trips											50
51. Other Travel											51
52. Talking on the phone to friends or relatives											52

Have we missed any of your activities? List them along with extent of participation and level of involvement.

	N	Y	M	W	D	1	2	3	4	
1.										1
2.										2
3.										3
4.										4
5.										5

Are there any leisure activities listed above that you have actually or are especially interested in mastering-i.e., excelling in? No _____ Yes _____ If yes, list one to three below and indicate your current level of mastery by drawing a mark (/) along the lines provided.

LIST ACTIVITIES HERE	LEVEL OF MASTERY		
	No Mastery	Some Mastery	High Mastery
	0—10—20—30	—40—50—60—	—70—80—90—100
	0—10—20—30	—40—50—60—	—70—80—90—100
	0—10—20—30	—40—50—60—	—70—80—90—100

PERSONAL FEELINGS & EMOTIONS

To what extent have you experienced the following feelings or emotions TODAY?

	EXTENT				
	Not At All	Limited	Some	Moderate	Great Extent
1. Distressed	0	1	2	3	4
2. Upset	0	1	2	3	4
3. Guilty.....	0	1	2	3	4
4. Scared.....	0	1	2	3	4
5. Hostile	0	1	2	3	4
6. Irritable.....	0	1	2	3	4
7. Ashamed.....	0	1	2	3	4
8. Nervous	0	1	2	3	4
9. Jittery.....	0	1	2	3	4
10. Afraid	0	1	2	3	4

from Watson *et. al* (1988)
J. of Personality & Soc. Psychol.

SUPERVISORY BEHAVIOR

University of Washington

The following statements describe the way a supervisor might perform his or her job. Please indicate whether you agree or disagree with each of the statements as descriptions of your supervisor by circling your response.

<i>Generally, my supervisor...</i>	Strongly Agree 1	Agree 2	Neither Agree nor Disagree 3	Disagree 4	Strongly Disagree 5
1. Is willing to listen and consider my ideas.	1	2	3	4	5
2. Keeps crew members informed.....	1	2	3	4	5
3. Is fair with crew members.	1	2	3	4	5
4. Encourages people to speak up when they disagree with a decision.....	1	2	3	4	5
5. Is available when I need him/her.....	1	2	3	4	5
6. Handles the administrative part of his/her job extremely well.....	1	2	3	4	5
7. Helps me solve work-related problems.....	1	2	3	4	5
8. Has confidence and trust in me.....	1	2	3	4	5
9. Encourages crew members to work together as a team.....	1	2	3	4	5
10. Keeps informed about the way crew members think and feel about things.....	1	2	3	4	5
11. Helps crew members develop their skills.	1	2	3	4	5
12. Knows the parts of his/her job extremely well.....	1	2	3	4	5
13. Makes most decisions without asking crew members for their opinions.	1	2	3	4	5
14. Has the respect of the crew members.	1	2	3	4	5
15. Is willing to listen to my problems.....	1	2	3	4	5
16. Maintains high standards of performance.....	1	2	3	4	5

THE END!!!

**THANK YOU FOR YOUR WILLINGNESS
TO PARTICIPATE IN THE STUDY.**

Please be sure to sign the appropriate consent form (keep the "Participant's Copy" for your records), and write your name and address clearly on the enclosed white business-sized envelope. Then place the survey and the white envelope inside of the enclosed large manila envelope and return it to the Project Staff at the University of Washington.

You will receive your \$10 or \$15 shortly.

APPENDIX B

Training Plan

TACOMA FIRE DEPARTMENT

1998-2000

TRAINING PLAN

POLICY STATEMENT

Responsibility for training and education of Tacoma Fire Department members will fall under the central authority of the Training Division.

TRAINING PLAN OVERVIEW

This plan is designed to meet many of the current, as well as future, training and education needs of the Tacoma Fire Department Operations Division. The plan utilizes the concepts of centralized and decentralized training and will be administered with a cascade style delivery system. The following levels within the Department will share responsibilities for delivering, receiving and documenting all aspects of the plan: Training Division, Battalion Chiefs, Company Captains, Company Lieutenants, Firefighters and Firefighter/Paramedics. The Department's philosophy toward operational training will be to assume a "back to basics" approach. Within this plan four programs are identified, Firefighter I and II, Driver/Operator I and II, Officer Preparation, and Officer Development. These programs are intentionally rigid in their design, thereby providing a much needed mechanism of checks and balances. The curriculums within these programs are designed to be fluid allowing for flexibility of scheduling if needed.

TRAINING PLAN SCOPE

The Department, while delivering the required "back to basics" training and education, recognizes that FF I and II, DR/OP I and II, Officer Preparation, and Officer Development only make up the fundamental framework of a complete training and education plan. Conducted simultaneously with the above core training, other training and education deemed necessary by the department will be administered.

FIREFIGHTER I and FIREFIGHTER II

Structure:

The Tacoma Fire Department Training Division will be charged with the administration and implementation of this program. After completing this training and education program the members of the Department will have met or exceeded the standards for Firefighter I and Firefighter II as outlined in NFPA 1001.

Battalion Chiefs, Company Captains, Company Lieutenants and individuals assigned to the Training Division share a key role in the program and for this reason will be given Washington State Fire Service Level I Instructor training. The intent of the Department is for any member participating in the delivery of Training Division sanctioned training and education to be certified as a Washington State Fire Service Level I Instructor. This will not preclude the

Department from utilizing non-certified individuals, possessing special talents, knowledge or skills, in an instructor capacity.

The Training Division will be responsible for the development of all lesson plans. This will be accomplished with input and assistance from those people closest to the job and/or anyone having a specific knowledge of the subject area. The International Fire Service Training Association (IFSTA) Firefighter I and Firefighter II curriculum package will be the minimum standard from which all lesson plans will be developed for this segment of the training program.

Final approval of lesson plans will be given by the Assistant Chief of Training.

Once approved, the classes will be delivered to all companies using both Drill Groups and Captains Training Teams. The Training Division will coordinate and schedule all core classes. Classes delivered to Drill Groups will take place at a location determined to be most suited for the type of training to be delivered. This may include the Training Center, department satellite training sites or, again, any location determined to be most appropriate for the training being delivered. Training delivered using the Captains Training Team format will be delivered at a location determined by the Captain. Considerations should be given to service delivery coverage and space requirements.

All classes will have a corresponding lesson plan or lesson outline. Modules containing performance requirements will also have accompanying skill task sheets.

Each company will be issued a single copy of the most current edition of the IFSTA Essentials of Firefighting. The Essentials of Firefighting manual is designed to provide the information needed for fire service personnel to meet the training and education objectives of F.F. I and F.F. II. It will be used as the Department's textbook for F.F. I and F.F. II curriculum, although additions and deletions to the material presented in the text will be made when the Training Division determines it is necessary.

Delivery:

F.F. I and F.F. II training will be a two year program. The program has been arranged into 12 modules with each being delivered in a two month time frame. These modules will be designated as the required school and drill for each two month period. Prior to the beginning of each module and before its class is delivered, a lesson plan or outline will be issued to each company for inclusion in their station's copy of the Tacoma Fire Department Training and Education Reference Manual. Modules may have a corresponding IFSTA Essentials of Firefighting pre-class reading assignment.

During month one, the Training Division will conduct classroom training and manipulative skill orientation for all companies using the Drill Group concept. During the remainder of the two month module time frame, the scheduled Captains Training Team and single company school and drill will be based on the current module. During these scheduled Captains Training Team sessions, a multi-company drill scenario incorporating the elements of the current module should be used as a tool to strengthen both knowledge and skill.

Battalion Chiefs will attend Captains Training Team drills to insure the competence level of the members of his/her battalion are at an acceptable level and that all required elements of each module are adhered to.

On a continual basis, companies will be called to the training center for a knowledge and skill evaluation based on any previously taught module. This appraisal will be in the form of a skill level assessment. If company performance is not at an acceptable level, the crew will be required to repeat the evaluation process in a time period to be determined by the Assistant Chief of Training.

Beginning in 1998, the Recruit Training Academy will be geared toward the recruit meeting the requirements of F.F. I. Once a recruit leaves the academy for a field assignment, the focus of their training will be to continue building confidence in F.F. I and to complete F.F. II by the end of their probationary period.

Delivery Schedule:

FIREFIGHTER I AND II TRAINING MODULES	NFPA 1001	SYMBOL	START
1. Fire Department Organization Fire Alarm and Communications	3-2, 4-2 3-4, 4-4	FTM-1	July 98
2. Safety Personal Protective Clothing	3-3, 4-3 3-7, 4-7	FTM-2	Sept. 98
3. Fire Behavior Portable Extinguishers	3-5, 4-5 3-6, 4-6	FTM-3	Nov. 98
4. Water Supplies Sprinklers	3-19, 4-19 3-20, 4-20	FTM-4	Jan. 99
5. Fire Hose, Appliances, Streams Foam Fire Streams	3-12, 4-12 3-13, 4-13	FTM-5	March. 99
6. Fire Control	3-14, 4-14	FTM-6	May 99
7. Rescue	3-18, 4-18	FTM-7	July 99
8. Forcible Entry Ventilation	3-8, 4-8 3-9, 4-9	FTM-8	Sept. 99
9. Ropes Ladders	3-10, 4-10 3-11, 4-11	FTM-9	Nov. 99
10. Salvage Overhaul	3-15, 4-15 3-16, 4-16	FTM-10	Jan. 99
11. Building Construction	3-23, 4-23	FTM-11	March 2000
12. Fire Cause and Determination Fire Prevention and Public Ed.	3-22, 4-22	FTM-12	May 2000

OFFICER PREPARATION

Structure:

The Tacoma Fire Department Training Division will be charged with the administration and implementation of this program.

Officer Preparation is that segment of the Tacoma Fire Department Training Program which addresses the fundamental training and education needs of those individuals wishing to promote to the rank of Fire Lieutenant. It will also give the Firefighter, who is working up as an Acting Officer, additional knowledge and guidance relative to the position. Officer Preparation is a responsibility that will be shared jointly by the Department and the department member wishing to promote. The Officer Preparation Program is designed to be offered in a module format with the entire curriculum delivered prior to the 2001 Fire Lieutenant examination.

The Officer Preparation curriculum is made up of ten 2-hour core classes, four 2-hour electives and three 4-hour electives. In addition to meeting the five year service requirement, a Firefighter wishing to enter the 2001 Fire Lieutenant testing process is required to attend eight of the ten core classes, two of the 2-hour electives and one of the 4-hour electives. Completion of the requisite classes will require a 24-hour commitment from the student. Responsibility for completion of the 24 hour required training curriculum lies solely with the Firefighter wishing to promote.

Delivery:

All ten Officer Preparation core classes will be delivered to each of the four shifts using the Drill Group concept. All on duty firefighters will attend the core classes. By attending an additional 2-hour elective (a third class) or an additional 4-hour elective, only seven of the core classes need be attended to meet the minimum requirement for Lieutenant exam eligibility. The substitution option can be exercised only one time during a curriculum cycle.

Two of the four 2-hour electives will be delivered on each of the four shifts using the Drill Group concept. The remaining two 2-hour electives will be delivered on one shift each also utilizing the Drill Group concept. As an example, the Hydraulics and Building Construction electives will be given on A, B, C, and D shifts, the Communications elective on A shift and Strategy/Tactics 3 on C shift.

A single 4-hour elective will be offered at the Training Center on specific Saturdays with a different Saturday dedicated to each of the three subjects. One of the three classes, Assessment Center Preparation, will be offered on two Saturdays. The number of students interested in attending the class on any particular Saturday will determine whether it is delivered once or twice on that day.

When a Drill Group reports to the Training Center for its scheduled Officer Preparation module, two classrooms will be used. Officer Preparation will be addressed in one room and Officer Development will be addressed in the other. In most cases the module subject matter will be the

same for both groups, although the goals and objectives of the class will be designed for the specific target audience.

Delivery Schedule:

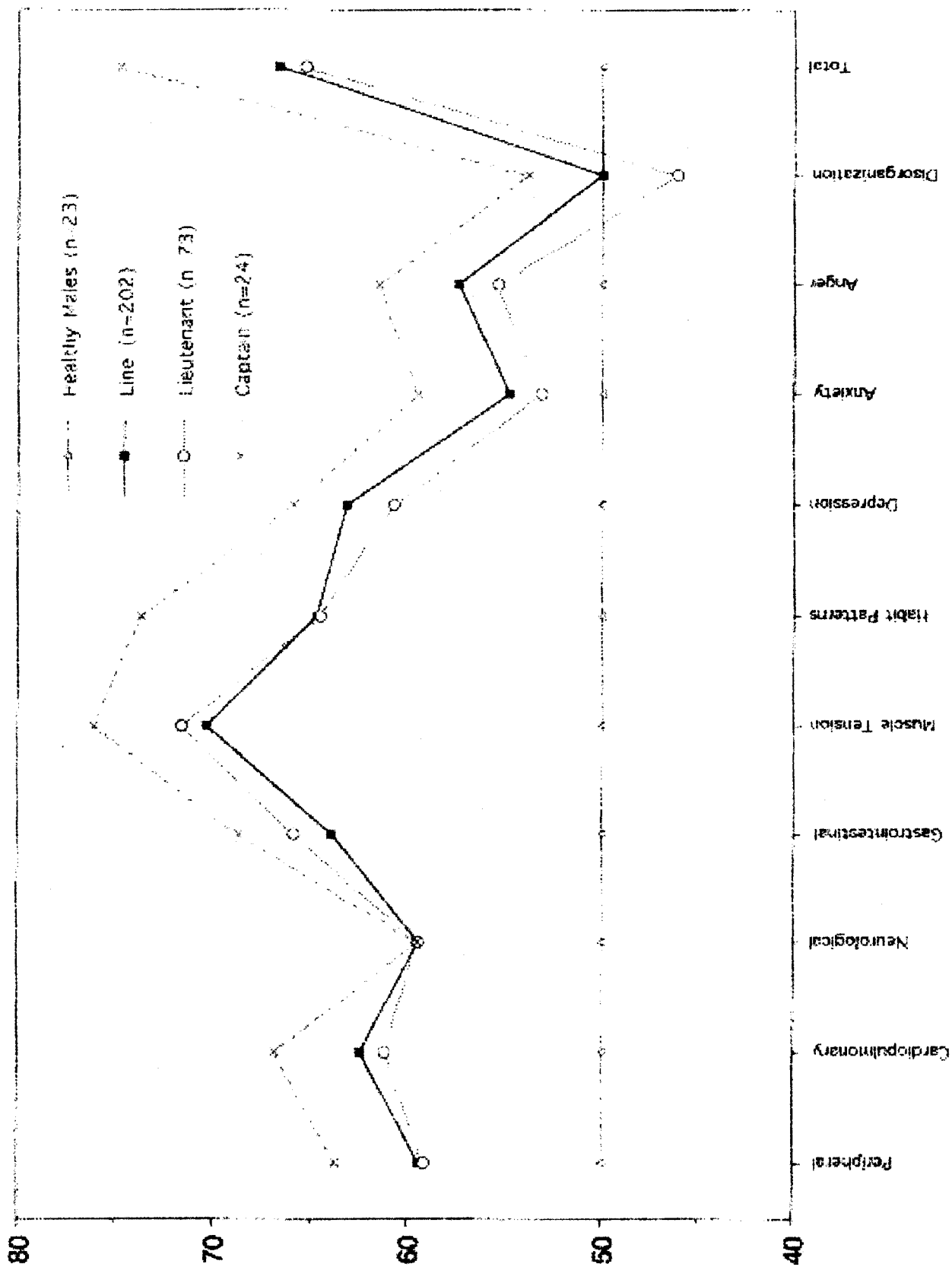
CORE TRAINING MODULES (Eight are required)	MODULE HOURS	SYMBOL	START
1. Incident Management System	2.0 hrs.	FOP-1	Aug. 98
2. Leadership 1	2.0 hrs.	FOP-2	Oct. 98
3. Supervisor 1	2.0 hrs.	FOP-3	Dec. 98
4. General Principles of Firefighting	2.0 hrs.	FOP-4	Feb. 99
5. Strategy/Tactics 1	2.0 hrs.	FOP-5	April 99
6. Strategy/Tactics 2 (prerequisite Strategy/Tactics 1)	2.0 hrs.	FOP-6	June 99
7. Emergency Operations	2.0 hrs.	FOP-7	Aug. 99
8. Inspections	2.0 hrs.	FOP-8	Oct. 99
9. Technology	2.0 hrs.	FOP-9	Dec. 99
10. Building Systems	2.0 hrs.	FOP-10	Feb. 2000
<i>CORE HOURS TOTAL</i>	<i>16.0 HOURS</i>		
TWO HOUR ELECTIVES (Two are required)	MODULE HOURS	SYMBOL	START
1. Hydraulics	2.0 hrs.		
2. Building Construction	2.0 hrs.		
3. Communications	2.0 hrs.		
4. Strategy/Tactics 3 Hi-Rise Fires (prerequisite Strategy/Tactics 2)	2.0 hrs.		
<i>TWO HOUR ELECTIVES TOTAL</i>	<i>4.0 HOURS</i>		
FOUR HOUR ELECTIVES (One is required)	MODULE HOURS	SYMBOL	START
1. Strategy/Tactics 4 Special Problem Fires (prerequisite Strategy/Tactics 2)	4.0 hrs.		
2. Department Standard Operating Procedures	4.0 hrs.		
3. Assessment Center Preparation	4.0 hrs.		
<i>FOUR HOUR ELECTIVES TOTAL</i>	<i>4.0 HOURS</i>		

APPENDIX C

Stress Survey Results

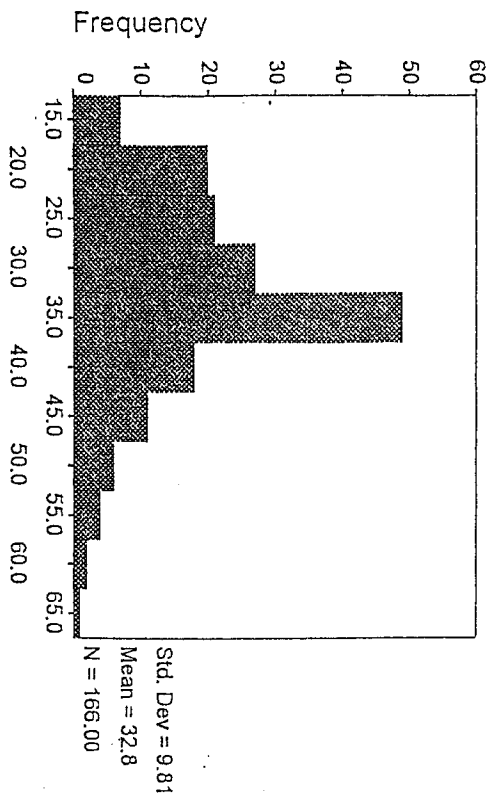
Symptoms of Stress -- Tacoma T2

Figure 3



Histogram

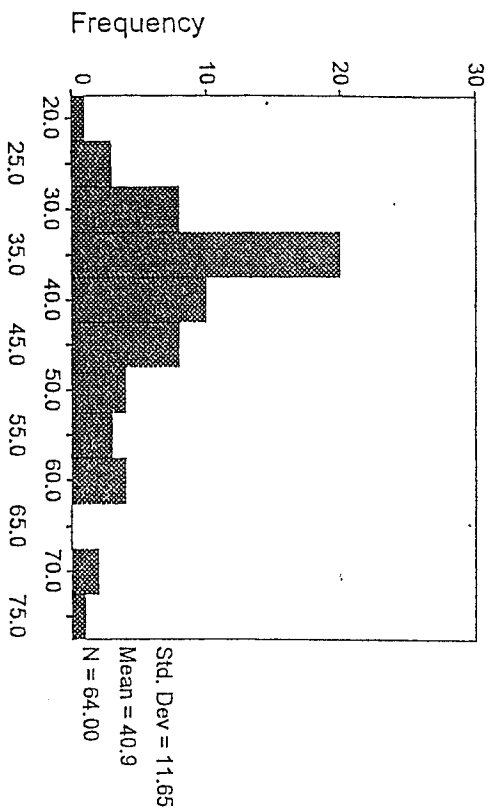
For RANK= Line



Histogram

Supervisory scale@t4

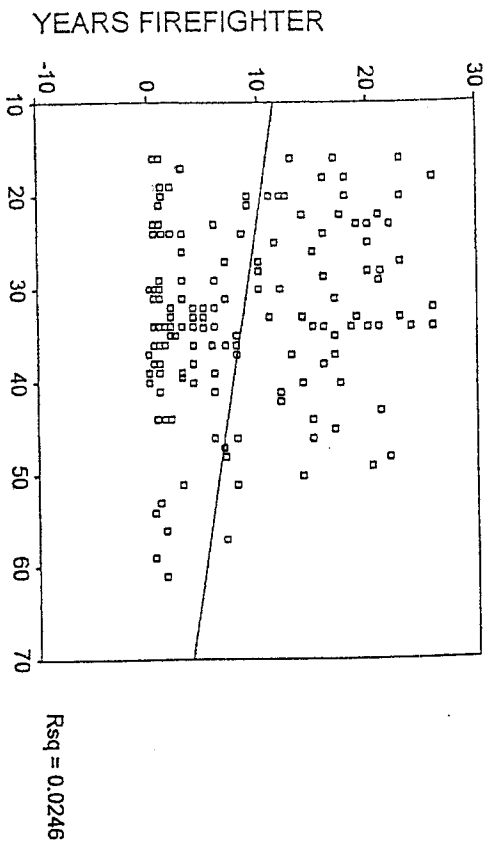
For RANK= Officer



Supervisory scale@t4

Tacoma Firefighters

Line



ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Supervisory scale@t4	3013.269	1	3013.269	28.137	.000
Between Groups	24416.747	228	107.091		
Within Groups					
Total	27430.016	229			